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# The Implications of Children L2 Vs. Adults Second Language Learning

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# Dedication

*I decdicate this work*

*To  the dearest pepole to my heart , my parents with love  for their patience , support  , and prayers make me able to get such success and honor .*

*To my only and one brother  Khaled  and his daughter Lina .*

*To my  loving sisters Manel and Aldjia , for their help,  encouragent in moments of difficulty and stress.*

*To Hakim and all my big family .*

*To my supervisor  Madjid  DOUFENE  who helped me as much as he can to do this work.*

# Abstract

There has been an interest in the difference between children's language development and adults' language learning by scholars and psycholinguists .This study aims at making a distinction between children acquisition and adults' learning of second language at English department (KMUO). By following an analytical method, we have designed first, a questionnaire distributed to 30 Third Year License students and 20 teachers at the English department.This study included  a structured interview with a sample of 20 parents who explained their experiences with their son or daughter's language development. Then, the Statistical Package for the Social Sciences (SPSS) is used to analyse data and make predictions based on specific collections of data. The results showed that children second language acquisition is closely related to motivation attributions, social environment and age factors which unconsciously facilitate the acquisition of language unlike adults language learning process which is more conscious. In short; child language certainly differs from adult language, It is thus essential for an acquisition model to make some choices on explaining such differences.

**Keywords**: language development, language acquisition, children, adults, language learning.

# List of Abbreviations

**ESL:** English as a Second Language

**EFL:** English as a Foreign Language

**LAD:** language acquisition device

**L1:** First language

**L2:** second language

**UG**: universal grammar

**SL:** Second Language

**SLA**: Second Language Acquisition

**TL:** Target Language

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# General Introduction

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# General Introduction

**Background of the study**

Language is a complex system which is composed of verbal and non-verbal actions used to communicate with each other in order to convey meaning between human beings, hence first language acquisition is the process of learning language in naturalistic or informal environment . Also it is one of the most remarkable developments in early childhood; on the other hand in adulthood when language is learned through formal instruction it is referred as foreign language.In this study we will compare and contrast both child's language acquisition process and adult's L2 learning process.

**Aims of the study**

The aim of this study is to identify and address the most important differences between the learning strategies, mental and physiological mechanisms and developmental milestones found in first language acquisition among children and adults. It seeks to better understand the nature of language acquisition by exploring linguistic, social and affective factors such as environment, motivation and age, and by examining the interrelation between the two processes. In this study we also present possible implications for language learners and reflections on classroom practice.

**Statement of the problem**

Many students are confused between acquisition and learning, since the process of language acquisition differs from the learning process. Thus we attempt to explore the distinction between children acquisition and adults' learning of language.

**Research Questions**

Our study aims at answering the following questions:

1. Does the process of L2 language development in childhood differs from the language learning process in adulthood?

2. What are the impliations which affect L2 language development in children?

**Hypotheses**

To achieve our research objectives, we formulate the following hypotheses as follows:

1. Different from adults, children learn second language in a natural way. Children acquire and learn language intuitively while adults think about it actively so it becomes a real conscious process for them.

2. There are many linguistic, social and affective factors such as environment, motivation and age which affect language development in children.

**Methodology**

To conduct the present study we have opted for the descriptive analytical method. This method will allow us to compare and clarify the difference between children second language development and adults' language learning. We aim to use questionnaires and a structured interview as instruments for gathering data,our population sample consists of third year English students, teachers at Kasdi Merbah University in Ouargla (henceforth: KMUO) and some parents involved in their children language learning .

**Significance of the study**

Learners' age has been identified by researchers – no matter whether their specific orientation is theoretical or applied – as one of the fundamental issues in the field of second language (L2) acquisition.It is clear that the language learning processes in adults and children are different. However, age is an important but not overriding factor. All people, regardless of age, perceive a language learning process differently and individually. Personality and talent can affect this process significantly: there are shy children and very communicative adults.

**Limitations**

As with all empirical research, this study has a number of limitations. First, the sample size was smaller than would be ideal with this type of research.Another limitation came from the fact that it was possible not all of the participants understand both the questionnaire and interview instructions and questions; however, all

possible measures were taken to ensure that participants understood the instructions of each survey  and, with very few exceptions, all were able to adequately answer the questions .

**Dissertation Structure**

The present dissertation contains a general introduction, two (2) chapters and a general conclusion.Chapter one is devoted to literature review; it contains two sections presenting language learning versus language acquisition and universal grammar,and then factors influencing first language acquisition. The second chapter describes the research methodology and procedures applied and followed in this study and will explain how learners of different age groups acquire a second language in light of cognitive, age, and social factors. It  will also explains the methodology used , data analysis and how it was completed. Also it includes the discussion and interpretation of the findings. This study ends with a list of recommendations and a general conclusion.

**Definition of key terms**

**Language acquisition:** is opposed to learning and is a subconcsious process similar to that by which children acquire their first language(Karmina,2000:27).

**Language learning :** is a conscious process , is the product of either formal learning situation or a self-study programme(Karmina,2000:27).

**Second Language** : is acquired by people who moved to a country where a language different from their first language is spoken and  they need to acquire the language of the target country (Dulay et al .,1982).

# Chapter One
# Literature Review

# Chapter one: Literature Review

**Introduction**

**Part one: 1.1 Language Acquisition and Learning**

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**Introduction**

This chapter presents an overview of other second language acquisition studies (SLA). First language (L1) transfer has been a major issue in the area of applied linguistics, second language acquisition (SLA), and language pedagogy for a long time. Its importance, however, has been re-examined several times within the last few decades. The aim of this chapter is to investigate current research that has studied the role of L1 transfer in second language (L2) learning. The chapter begins by discussing the different views of L1 transfer and how they have evolved over time and then reviews some of the major research that has examined the role of L1 transfer both as a learning tool and as a communicative strategy in L2 writing. The paper concludes with a number of suggestions for L2 writing instruction and future research.

## 1.1 Language Acquisition and Learning

### 1.1.1 Language Acquisition

First language acquisition refers to the way children learn their native language.For children learning their native language, language mastery develops in stages, from babbling to one word to two word, then telegraphic speech.The "Innateness Hypothesis" of child language acquisition, proposed by Noam Chomsky, states that the human species is pre-disposed to acquire language, and that the form of language is also determined. All children will learn a language, and children will also learn more than one language if they are exposed to it. Children follow the same general stages when learning a language, although the variety of language systems.

### 1.1.2 Language Learning

Language learning encompasses learning all the languages spoken inside or outside the community and used as a means of communication. In addition it includes mastering the four skills speaking, writing, reading and listening. In language learning process, children and adults pick up the language via formal instruction of the language taught in the classroom.

### 1.1.3  Learning a Second Language

Always there is a distinction between second language and foreign language learning. The former refers to any language learned after the native or first language, the latter refers to the language that learners studied in the classroom and used outside the community. Second language learners obtain the knowledge or skills of the language inside and outside the classroom.However, foreign language learners they receive the input only inside the classroom because the language is not used inside the community.

#### a.   The advantages of early second language acquisition

In early childhood, acquiring a language is often an unconscious event, as natural as learning to walk or ride a bicycle. According  to scientific research, language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanisms which are only active until to the age of 12. Another possible explanation of children's accent-free pronunciation is their increased capability for imitation. This capability disappears significantly after puberty. Other factors that we should take into consideration are children's flexibility, spontaneity and tolerance to new experiences. Children are more willing to communicate with people than adults, they are curious and they do not hesitate making mistakes. They handle difficulties (such as missing vocabulary) very easily by using creative strategies to communicate, such as non-verbal forms of communication and use of onomatopoetic words. Last but not last, aspects such as time, greater learning and memory capacity are in any case advantageous factors in early language learning.

#### b. The advantages of  late second language acquisition

First of all it is essential to clarify that by late second language learning we mean learning a language at an adult age. Linguists, psychologists and pedagogues have been working for years to answer the following question: is it possible to attain native-like proficiency when learning a language at an adult age? In order to suggest an appropriate answer we have to consider the following factors: First, adults have an important advantage: cognitive maturity and their experience of the general language system. Through their knowledge of their mother tongues, as well as other foreign languages, not only can they achieve more advantageous learning

conditions than children, but they can also more simply acquire grammatical rules and syntactic structures. According to Klein Dimroth (see references), language learning is an accumulative process that allows us to build on already existing knowledge. Children cannot acquire complex morphological and grammatical phenomena so easily.

It is important to indicate that sometimes lack of fluency is not a matter of ability but of good will. According to different research, adults do not feel like themselves when they speak a foreign language and they consider pronunciation an ethno-linguistic identity-marker. A positive or negative attitude towards a foreign language should not be underestimated. Another factor to consider is the adults' motivation to learn a foreign language. When an adult learns a foreign language there is always a reason behind it: education, social prestige, profession or social integration.

### 1.1.4  Difference Between Language Learning and Language Acquisition

Language acquisition is the subconscious process where children acquire their first language through daily interaction with their parents , care takers and the surrounding environment " Language acquisition or first language acquisition or second language acquisition and so forth slowly develops and in this period, listening skill is faster than speaking skill."(Krashen, 1982). Language learning on the other hand is the conscious process where language is learned in school through direct instruction and language rules.

### 1.1.5  First  Language Acquisition and Universal Grammar

Before starting it is important to define these two key terms. First language acquisition refers to the unconscious learning process in which children acquire their native language. Moreover, the famous linguistic Noam Chomsky, who developed the theory of transformational generative grammar(TGG) in which he accentuated the importance of unconscious mental capacity of language in generating sentences which he labeled universal grammar (UG) .

According to Chomsky, Universal Grammar (UG) is the system of principles, conditions, and rules that constitute  elements or properties common to all languages – the essence of human language. All human beings

share some parts of their knowledge of language. UG is their common possession regardless of which language they speak. The rules of UG provide the basic principles that all languages follow. (Chomsky, 1976: 29; Cook & Newson, 1996: 1-2; Fromkin, Rodman and Hyams, 2007: 25)

UG develops unconsciously and it is an innate capacity because we are born with it. The goals of this linguistic theory enumerated by Chomsky (Chomsky, 1986a; Chomsky & Lasnik, in press) usually start by establishing the knowledge of language of the native speaker, discovering how this knowledge has been acquired. Hence the most important element of this theory is language acquisition device (LAD); children are naturally and genetically predisposed to acquire languages. The formulation of the LAD appeared to elicit the issue of language acquisition. It often implies that a predetermined set of ''specific language grammars'' are innate (English, Swahili, Sinhala, Hindi, etc.) and that these merely needed to be ''selected from'', raising the question of how these grammars overlap and how children judge whether the data are''compatible'' with the grammar hypothesized (Peters 1972).

Regardless tothe linguistic input that they are exposed, children can develop complex sentences, and original language despite the poverty of the stimulus that they receive from their environment.Thus, language develops through hypothesis testing, where children can maintain the principles and parameters of their language without explicit grammar instruction.

### 1.1.6  Second Language Acquisition and Access to Universal Grammar

The major issue that most researchers are interested with is whether second language acquisition differs from first language acquisition. Since 1980 researchers have investigated on L2 learners whether they can or cannot apply UG principles as it does in first language acquisition;they formulated a lot of hypotheses. One of these hypotheses is the fundamental difference hypothesis.

**The Fundamental Difference Hypothesis**:it explains the process of first language acquisition which involves language-specific faculty; the LAD which differs from the process of second language acquisition that observes more general problem-solving skill. Bley-Vroman's (1989) specifically proposed that the function of

the domain specific acquisition system is filled in adults (though indirectly and imperfectly) by  prior native language knowledge and general abstract problem-solving system. (p. 50)

**The Fundamental Identity Hypothesis:** This hypothesis includes the idea that L2 adult learners can develop native speaker competence. Thus, the same specific- mechanism that guides L1 learners may be found in L2 acquisition.Ellis (1994) cites Dulay and Burt (1974), Bailey, Madden, and Krashen (1974), d'Anglejan and Tucker (1975) and others assert that second language acquisition is in crucial respects like first language acquisition, and the same theoretical constructs can be invoked to explain both. As they demonstrated developmental L2 errors tend to mimic those committed by the L1 learner, and, with respect to the morpheme studies, the order of acquisition of certain morpheme in L2 reflects  that in L1. Although the L2 morpheme acquisition studies are not unproblematic, they resulted along with other evidence in a new consensus about L2 acquisition, namely that UG might not finish  atthe age of puberty. At the same time, "evidence was brought up that an L2 learners' grammar, far from being a mere amalgamate of deviant forms, itself obeys the crucial properties of naturally occurring human languages, subject to the same principles of organization and constraints." (Ellis, 1994)

The accessibility of UG to SL learners can occur in four positions:

1. **Direct access:**  second language learners have full access to UG and uninfluenced  by the L1.

2. **No access position:** second language can be acquired trough grammar books and other means without relying on UG.

3. **Indirect access position:** UG exist but L2 learners have indirect access to it.

4. **Partial access:** According to White, learners have partial access to UG (1989).

### 1.1.7  Language Transfer

Language transfer refers to the presence of L1 in L2 learning, many researchers debate upon the issue of whether L1 facilitates or disturbs L2 learning. Ellis (1997) considers transfer as "the influence that the learner's

L1 exerts over the acquisition of an L2." (p. 51). Thus, all the errors made by L2 learners can occur due to the differences between L1 and L2.Contrastive analysis (CAH) studied  this issue by comparing two languages regarding to their phonological, morphological, and syntactic aspects through several procedures. It is assumed that:

> Out of this approach and following these assumptions sprung numerous contrastive analyses. Thegoal being to predict learner difficulty by finding language differences , It is important to note that while most contrastive analysis in north America bad as their goal the betterment of pedagogical materials, in Europe there existed a strong trend of contrastive linguistics which had as its goal a better understanding of the nature of language. These studies were ultimately not concerned with pedagogy but rather dealt with the comparison of two language structures for theoretical purposes only. (cf. Fisiak, 1980)

The positive transfer occurs when two languages are similar. However, the negative transfer or (interference) occurs when two languages are different.Ellis (1985 )illustrates the causes of  failure of this hypothesis as follows : Firstly, he claims that the hypothesis was criticized from a theoretical point of view because of the feasibility of comparing languages as well as the methodology of Contrastive Analysis. Secondly, he has some reservations about the role of Contrastive Analysis in the field of teaching. From this point of view, it can be said that while there is concrete evidence of L1 influence on the acquisition of the second language, the Contrastive Analysis Hypothesis is not an adequate theory accounting for mother tongue influence because it over-predicts where the influence will occur.

In other words, when CAH fails in predicting the differences between L1 and L2,Error analysis succeeded in the evaluation of learners' internal processing used for creating speech and acquiring L2 knowledge.Error analysis makes a clear distinction between errors related to student knowledge and  mistakes that are related to

performance and slips of tongue. These errors are intralingual errors related to the native language (mother tongue) and interlingual related to the target language.

**1.1.8 Language Proficiency and L1 Transfer**

Language proficiency was defined as the ability to communicate fluently and write a language accurately in a variety of settings,forbetter understanding how L1 influences the acquisition of L2 language literacy, theories on cross-linguistic transfer can provide it. Leafstedt & Gerber (2005) clarify that "The Cross-linguistic transfer occurs when students learning another language have access to and use linguistic resources from their L1." Therefore  the cross-linguistic transfer play an important role in the acquisition literacy such as phonological awareness and the alphabetic principle furthermore ,researchers claim that L1 reading skills develop L2 reading skills because skills in L1 have component of knowledge that transfers to learning reading in L2 .  Learners benefit from their L1 knowledge and experiences .

**Developmental interdependence hypothesis** suggests that in the relationship between L1 capacities and L2 acquisition is based on L1 level of  proficiency that children possess at the time they begin to acquire L2. This developmental interdependence between L1 and L2 results in a linguistic interdependence that is reflected in both written and spoken learner's performance.

The conceptual knowledge and L1 vocabulary are developed outside the classroom and supported by the environment. Therefore, the intensive immersion in L2 may develop a high level of competence in L2 Language of instruction facilitating in return the development of vocabularysimply because the relationship between L1 and L2 is at least partially dependent on the child's proficiency in L1.

Cummins (1979) suggested that a distinction may exist for students whose L2 skills differat the point of school entry. That is, some students exhibit high L2abilities and others exhibit low L2 abilities. Furthermore, students who begin school with low-level L1 skills, and who are instructed onlyin L2 may lose all knowledge of L1 and may also have difficulty acquiring L2. On the other hand, students who begin school with higher

L1skills are hypothesized to acquire L2 more easily and also hold theirL1 skills. In this vein, Cummins argued for the development of student's L1 skills before intense instruction in L2.

Wagner (1988) argued that "the phonological awareness is such important in that it refers to the ability to manipulate units of speech necessary to develop the reading skills of learners".For many researchers Beginning readers who understand or are aware of phonemes are more likely to learn the orthographic–phonologic correspondences (Juel, Griff ith, & Gough, 1986).Thus "Phonological awareness is also a skill that appears to transfer from one's L1 to his or her L2". (Cisero & Royer, 1995; Durgunoglu et al., 1993)

### 1.1.9  Complexity in Child and Adult Language Acquisition

Complexity in human language is a big issue in linguistics which can be divided into phonological,morphological,syntactic,and semantic complexity.Therefore many authors discuss the complex cues that adults and children deal with in their learning. Adult language complexities differ completely from children complexities according to Phillips and Ehrenhofer  in the following quotation: "in order to figure out when and where children outperform adult learners, we need to first know what language phenomena  cause the greatest difficulty for adult learners and then find out when children master those phenomena " (2015 , p.19).

Children arbitrary acquire high levelof paradigmatic morphological complexity while adult learners struggle to acquire complex morphological paradigms,thus morphology enhance children's first language acquisition process.Moreover, according to Slabakova'sBottleneck Hypothesis argues that functional morphology is the bottleneck in L2 acquisition, and thus more difficult to acquire than linguistic domains such as syntax, semantics, and internal and external interface. This means that if the Bottleneck hypothesis is right, children are in fact good at the stuff that adults are bad at, since inflectional morphology does not represent a typical problem in child language acquisition.

Adults are more adapted than children in using pragmatic cues and context in the absence of grammatical specification in order to fill in speaker'smeaning. Furthermore a great deal of research points out that children are pretty good at syntactic phenomena where the input variation is based on information structure.

### 1.1.10  Receptive Vocabulary Development

Receptive vocabulary refers to the words children understand when they read or hear. Babies start to use their first words throughout the first years of life, they start to hear their mothers or care takers language which makes the development of their vocabulary goes smoothly. A toddler might only use five word while speaking: only the words that their parents or care takers use when they try to communicate with their toddlers.Therefore, toddlers in their attempts to produce the language they use these few words in order to express their needs, such as 'dada' and'milk'.'The development of vocabulary does not stop when children start speaking. Indeed once they start going to school many new words can be acquired and used, as " Table 1" illustrates receptive vocabulary development in children from  one (1) to twelve (12)  years old.

Table 1

*Language Development from Birth to Six Year*

| Age(in years) | vocabulary |
|---|---|
| 1 to 1 ½ | Toddlers develop around a 20-word vocabulary during this time. |
| 2 | By the time a child is 2 years old, he/she will have a 200–300-word vocabulary. |
| 3 | Vocabulary grows to be about 900–1,000 words by the time a child is 3 years old. |
| 4 | The typical 4-year-old child will have about a 1,500–1,600-word vocabulary. |
| 5 | By the time a child reaches school age and heads to kindergarten, he/she will have between a 2,100- and 2,200-word vocabulary. |
| 6 | The 6-year-old child typically has a 2,600 word expressive vocabulary (words he or she says), and a receptive vocabulary (words he or she understands) of 20,000–24,000 words. |
| 12 | By the time a child is 12 years old, he/she will understand (have a receptive vocabulary) of about 50,000 words. |

Note. Reprinted from Lorraine, S. (2008). Vocabulary development: Super duper handouts number 149. Greenville, SC: Super Duper Publications.copyright 2008.

Thus exposing children to reading material enhances receptive vocabulary development; for example: games, storytelling, and cards decks. Because the parents are the primary caregivers, or teachers in a child's life, they expose him/her to new and unfamiliar words showing great daily engagement with their child and they help them in learning new words.

## 1.2 Factors Influencing Language Acquisition

This part describes the definition of second language acquisition and factors that affect second language acquisition and the main point of this writing is discussing contributing factors in second language acquisition such as cognitive style, age, length of residence, social environmentand motivation. Some factors are said to be more prominent and some others are being equal but each of them gives different contribution for the success or the failure of second language acquisition. It is also believed that every normal child, given a normal upbringing, are successful in the acquisition of their first language.

### 1.2.1 Cognitive Factor

Some researchers approved the importance of cognitive prerequisite for language development;Carroll (2008) suggests two types of language processes that can guide the process of language development. Slobin (1973, 1985) put forward some operating principles as better ways of operating on linguistic information which have proven useful explanation about certain patterns in early child grammar learning. To illustrate this,children use fixed order to create meaning in all languages.In order to understand children's acquisition of complex sentences we need to consider several useful principles.

Piaget's sensorimotor schema is another type of cognitive process as a way of organizing the world, which emerges simultaneously with language. According to piaget the sensorimotor skils develop in the first two years, because the child's schemata used to organize experience which is directly related to taking in sensory information and acting on itfor the acquisition of object permanence at the end of the age period. In fact, there are two predictions about child language development. First, the very young infants use concrete objects in their immediate environment. Second, infants who have mastered object permanence should begin to use words that refer to objects or events that are not immediately present in their environment. The idea behind this prediction is to use the metaphor of a waiting room (Johnston & Slobin, 1979) a room with 2 doors. Entry door is the achievement of the cognitive prerequisite. Exit door is considered as non-cognitive factors such as the amount of exposure to the linguistic items.

The length of time child stays in this waiting room (the time between the cognitive achievement and the corresponding linguistic achievement) depends on some factors. However, Gopnik (2001) believes that it is simultaneous; words are acquired with a very short cognitive-linguistic delay or none at all depending how essential they are for the child.Children's vocabulary acquisitionis influenced by Cognitive constraints. According toMarkman (1989) "Children are constrained to consider only some of the possible meaning of a given word or at least to give priority to them over others."

There are three cognitive constraints:

- The first is whole object bias: when children face a new label they link the label to the entire object rather than  to part of the object.

- The second one is taxonomic bias: children assume that the object label is a name for an individual do grather  than a taxonomic category.

- The third constraint is called mutual exclusivity bias: Children who know the name of an object will generally reject applying a second name for that object. Because when children learn new words they use clear preferences, as working assumption in order to guide their lexical acquisitions. That is, they continue to use the biases until there is evidence to the contrary.

### 1.2.2  Age

Age plays an important role in second language acquisition. According to Paradis, the 'critical period hypothesis' (CPH)"applies to implicit linguistic competence. The decline of procedural memory for language forces late second-language learners to rely on explicit learning, which results in the use of a cognitive system different from that which supports the native language." (2004, p. 59)

Age affects the acquisition of implicit competence in two ways:

1. Biologically, after about age 5 the plasticity of procedural memory for language gradually decreases.

2. Cognitively from about age 7, the reliance on conscious declarative memory increases both for learning in general and for learning a language.

Children in learning languages they own some inherent advantage,that makes them more open and receptive. They also seem to absorb their foreign language up, however, in the developmental grounds; each period of age in life has its peculiar advantages and disadvantages for language learning.Johnston (2002) claims "In principle it is never too early to begin, but equally it is never too late to begin. The big advantage in starting early is that one can tap into children's intuitive capacities for second language acquisition. "therefore the late starters are better than early ones.

Adult learners are better and quicker in the acquisition of the morphological aspects of language than children, as Krashen (1981) already argued that "older learners were better and quicker in the acquisition of the morphological aspects of language than younger ones". Brustall and her colleagues came to the conclusion that "the younger learners took more than twice as long as the older learners" (cited in Bista, 2009), compared to, "adults naturally find themselves in such situations that request more complex language and expression of more complicated ideas whereas children lack pressure and maturity in second language learning." (Bista, 2009)

### 1.2.3  Length of Residence

The effects of age have been the object of research in second language acquisition,WhereLength of stay in the destination country is directly related to the opportunities to learn the target language; hence, immigrant destination language proficiency in thetarget language has been examined on the basis of their age of arrival in the L2community, "Studies investigating the possible effects of age at immigration on second language acquisition among immigrants often explicitly take the effect of length of residence in the destination account." (Stevens, 2006)

Some research indicated that there is no effect of language exposure on language performance for learners beyond the first few years of exposure usually 5-10 years. (Johnson and Newport, 1989) .Whereas, other

researches indicate that persons who have been resident in the destination country for considerable amount of time (i.e. beyond 5 or 10 years of residence)    generally have better language proficiency (Stevens 1999; Tubergen and Kalmjin 2005).

Thus,  many researchers have argued the input the learners  have received,  the social process and experiences are language learning matters. Another focus on immigrant children is the rate of academic language acquisition. Several studies have studied how long it takes to acquire oral and academic language proficiency. (Collier and Thomas 1989; Hkuta et al .2000)

The studies concluded that oral proficiency takes 3-5 years to develop while academic proficiency takes 4-7 years. Also bilingual schooling experiences affect the rate of students' acquisition. Collier and Thomas (1989)"conclude that immigrant children who receive their formal schooling in two languages generally reach national norms in standard tests after 4-7 years; for students who study exclusively in second language, it may take as long as 7-10 years or they may never  reach national  norms.''

### 1.2.4  Social Environment

Children first language is reflected and expressed according to the religious background, cultural norms, tradition, and social relationships and daily social interaction with their parents, relatives, and mates. Peter Trudgil (1974) defines social environment "Environment is the surroundings of a person. Environment is what a man lives in: the people whom he makes contact with, the situation in which he lives'' (page. 27)

Care-takers and home environment play a vital role in children language acquisition.  Children acquire their first language through the help of their families. The family is  the first school and it might be impossible to acquire the language without family support.Care-takers aid children in practising their lexical items at the beginning and gradually they start speaking simple structures and add more new vocabulary items as they interact with adults in daily life.   George Yule in his study of language wrote about the origin of language,; he clarified through an experiment "That children living without any access to human speech in their early years, grow up with no language at all." (1985, page 2)

Thus the development of one's first language could be impossible without home contribution becausehome plays an effective role in language acquisition.

### 1.2.5  Motivation

Motivation is an another important factor in second language acquisition.It is defined as the learner's internal desire that prompts someone to learn something. Behaviour, energy and direction are provided through this internal desire; it guides Student's potentialities and influence the learner ability to acquire the language.

Motivation is categorized into intrinsic and extrinsic motivation. According to Richard and Edward (2000) "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome." (p. 55)

Self-desire is linked with intrinsic motivation. However, extrinsic motivation is regarded as a goal or achievement.There are two types of motivation according to Gardner and Lambert (1972)''integrative motivation reflects learners' interest about the people and culture of a different language. Instrumental motivation happens for some reasons like, getting job, good result, bonus etc.''In short,  the integrative motivation is seen as the desire of people to discover different cultures  of various  languages, on the other hand instrumental motivation come when someone wants to get a job .

### Conclusion

This chapter  reviews the major theoretical perspectives on language learning and acquisition in an attempt to elucidate how people either children or adults acquire their first language (L1) and learn their second language (L2). Researchers suggest different perspectives  on language  learning and acquisition which impact on the acceptance of how an L2 should be taught and instructed to both children an adults. This chapter also clarifies the relationship between L1 and L2, and establishes the similarities and differences

between the two. This chapter concludes that there is no one valid linguistic theory which can suggest the ultimate explanation of L1 acquisition and L2 learning as there are many interrelated factors that affect the success of language acquisition or language learning. The implication is that teachers should manage their classroom practices and use appropriate pedagogical techniques referring to several theories rather than one theory as learners learn and acquire language differently. In the next chapter ,the methodology used in this study will be discussed.

# Chapter two: Methodology, Discussion and Implications

**2.1 Methodology**

**Introduction**

**2.1.1 Context of study**

**2.1.2 Research Approach and Design**

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**Chapter two: Methodology, Analysis and Results**

## Research Methodology Design

**introduction**

This chapter comprises the methodology, analysis, presentation and interpretation of the findings resulting from this study. In the beginning this study was thought to be primarily quantitative in approach. Soon it was realized that it has the element of a qualitative approach; particularly with the e interview results. The methodology used in this study will be discussed in this part of chapter. In this part we will explain how learners of different age groups acquire a second language in light of cognitive, age, and social factors. A description of the participants involved in the study along with the questionnaire and interview will be included. It will also describe the data analysis and how it was completed.

### 2.1.1 Context of study

The participants of the study consist of third year license students and teachers belonging to the department of English language and literature at Kasdi Merbah University located in  Ouargla city and  some  parents in (CNAS) Hassi Messoud  of  children attending a primary school.

### 2.1.2 Research Approach and Design

Quantitative and qualitative both approaches were used to collect data. However, Quantitative survey has to be formal and objective type. In this study questionnaires have been used; which is a quantitative approach. In order to get the essential information for the research, questionnaire method has been used. Primary data is collected  through Self-Administrative Questionnaire from the respondents. This was very time consuming and make the respondent to think about the matter carefully and give their best answers. This also ensures that the questions are  answered  properly and there are no careless fill-up of the questionnaires due to unwillingness.

### 2.1.3  Participant

**a. Students**

We have conducted this study with a sample of thirty (30) students.The participants represent  third year license students at the department of English ;they are selected randomly.The student questionnaire is divided into two sections; the first section contains students' background information and the second section contains

general questions about the language. The aim of this questionnaire is to make a comparison between adults learning process and children language development.

### b. Teachers

Among our participants there are twenty (20) teachers at the University of Ouargla make our population at the department of English Language and literature. This will allow them to express their views about their students' learning process.

### c. Parents

A structured interview was designed and distributed to twenty (20) parents, who are concerned with this study to obtain useful information, views and insights about their children language development in English language..

## 2.1.4 Data Instruments

In order to achieve our aim, we have collected our data by means of students' questionnaire that contains (9) questions (See Appendix A). The second questionnaire for teachers which contains (8) questions and a structured interview for parents which contains (10) questions (See Appendix B, C)

The answers collected are presented in the form of tables, and are analyzed according to the order of the questions.

## 2.1.5 Data analysis

### 2.1.1 Student's Questionnaire Analysis

A questionnaire was given to the students to find out personal information such as age, gender, educational background, levels of proficiency, and bilingualism .

**Background Information**
**Part one**
**Question 1: What is your gender?**

Table 2

*Students' Gender*

| Gender | Number | Rate |
|--------|--------|------|
| Male | 7 | 10% |
| Females | 23 | 90% |
| Total | 30 | 100% |

Table 2 shows that (10%) of students are males and (90%) are females; it is apparent that the number of females is too far superior to the number of males. There are 23 females and only 7 males .

**Question 2: How old are you?**

Table 3

*Students' Age*

| Options | Number | Rate |
|---------|--------|------|
| From 18-20 | 3 | 10% |
| From 21-22 | 19 | 63% |
| From 23-24 above | 8 | 27% |
| Total | 30 | 100% |

Table 3 presents the results about students' age. The table above shows the students 'age that is mostly the same.

**Question 03:** Do you consider yourself as?

Table 4

*Students' Opinion About their Linguistic Diversity*

| Options | Number | Rate |
|---------|--------|------|
| Monolingual | 0 | 0% |
| Bilingual | 0 | 0% |
| Multilingual | 30 | 100% |
| Total | 30 | 100% |

Table 4 represents the students' linguistic diversity; all our respondents consider themselves as multilingual speakers.

**Question 4:** What is your mother tongue?

Table 5

*Students' mother tongue*

| Options | Number | Rate |
|---------|--------|------|
| Arabic | 27% | 90% |
| Tmazight | 3% | 10% |
| Total | 30% | 100% |

Table 5 indicates that (90%) of the students answered that their mother tongue is Arabic and only (10%)of the respondents speak Tamazight.

**Part Two: Information about foreign language**

**Question 1:** Do you really feel motivated to learn a foreign language?

Table 6

*Students' Motivation*

| Options | Number | Rate |
|---------|--------|------|
| Often | 27 | 90% |
| Sometimes | 3 | 10% |
| Never | 0 | 0% |
| Total | 30 | 100% |

Table 6 shows that (90%) answered withthe option of often; students feel motivated in learning foreign language, however (10%) of students answered with the option of sometimes. We can conclude that many participants feel motivated to learn a foreign language.

**Question 2:** How do you evaluate your skills in English?

Table 7

*The Level of Students' Language Skills*

| Options | Number | Rate |
|---------|--------|------|
| Fluently | 7 | 23% |
| Fairly fluently | 14 | 47% |
| Moderately | 7 | 23% |
| With difficulty | 2 | 7% |
| Total | 30 | 100% |

As shown in table 7the majority (47%) evaluate their skills in English with the option "fairly fluently" and (23%) for "fluently and moderately". However, (7%) of them "meet difficulties".

**Question 3:** Have you encountered difficulties while learning a  foreign language?

Table 8

*Students' Difficulties in learning*

| Options | Number | Rate |
| --- | --- | --- |
| Grammar | 11 | 37% |
| Vocabulary | 19 | 63% |
| Total | 30 | 100% |

Table 8 reveals the results that (60%) of students sometimes encounter difficulties in learning and (40%)

indicate that often theyhave the same difficulties.

**Question 4:** Which language aspect that you consider more difficult than the other?

Table 9

*Students' Most Difficult Language Aspect*

| Options | Number | Rate |
| --- | --- | --- |
| Often | 12 | 40% |
| Sometimes | 18 | 60% |
| Never | 0 | 0% |
| Total | 30 | 100 |

As shown in the table above the most difficult language aspect is vocabulary for most of students (63%), and

(37%) of them answered by grammar. Thus vocabulary is the most difficult aspect in language learning for

adults.

**Question 5:** What class activities are most helpful for your learning?

Table 10

*Students' Most Helpful Class Activities for Learning*

| Options | Number | Rate |
|---|---|---|
| Lectures | 4 | 13 % |
| Work sheets | 6 | 20 % |
| Pair discussion | 11 | 37 % |
| Games | 9 | 30 % |
| Total | 30 | 100% |

The table presents results of the most helpful class activities;it shows that pair discussion by (37%) and games

(30%) are the most preferred and helpful for adults' learners by contrast to lectures and work sheets.

**Teacher's Questionnaire Analysis**

**Question 1:**What is the eldest student's age you already taught?

Table 11

*Teachers' Eldest Student's Age Taught*

| Age | Number | Rate |
|---|---|---|
| From 18-21 | 3 | 15 % |
| From 21-25 | 8 | 40 % |
| From 25 -30 above | 9 | 45 % |
| Total | 20 | 100 % |

The table  above present  the eldest age of students'taught by teachers the majority of them are from 25 to 30 or
above.

**Question 2:** Does age affect your students learning process?

Table 12

*Teachers' Assumptions About the Effect of Age in Adults Learning*

| Options | Number | Rate |
|---|---|---|
| Strongly agree | 10 | 50% |
| Agree | 2 | 10% |
| Strongly disagree | 7 | 35% |
| Disagree | 1 | 5% |
| Total | 20 | 100% |

Table12 indicates that half number of teachers (50%) strongly agrees and (10%) others agree that age affect adults learning. The rest of teachers (35%) strongly disagree and  a minority of (5%) disagree that age impacts on adult learning.

**Question 3:**Are your learners motivated in class?

Table 13

*Teacher's  Opinions About their Learners'Motivation in Class*

| Options | Numer | Rate |
|---|---|---|
| Often | 12 | 60% |
| Sometimes | 8 | 40% |
| Never | 0 | 0% |
| Total | 20 | 100% |

The results that are gained from this question show that 60%  of teachers hold that (often) their adult learners' are motivated in class  .Otherwise, the rest 40%  think that( sometimes ) thier adult learners' are motivated in class.

**Question 4:** Do your students face problems during their learning?

Table 14

*Teachers' Opinion about Students' learning Difficulties*

| Options | Number | Rate |
|---|---|---|
| Often | 12 | 60% |
| Sometimes | 8 | 40% |
| Never | 0 | 0% |
| Total | 20 | 100% |

According to the results illustrated inthe table above, (60%) of teachers confirm that studentssometimes face

difficulties during their learning process,and two other portions answered  (40%)  with often and (0%) rarely.

**Question 5:** Are your students getting part in group discussion?

Table 15

*Teachers' Evaluation of  Students' Group Discussion*

| Options | Number | Rate |
|---------|--------|------|
| Often | 14 | 70% |
| Sometimes | 06 | 30% |
| Never | 0 | 0% |
| Total | 20 | 100% |

Table 15 displays that the majority (70%) of students are often involved in group discussion,  (30%) sometimes and (0%) never.

**Question 6:** Do your students have sufficient background knowledge?

Table 16

*Teachers'Opinion  About their Students' Linguistic Background*

| Options | Number | Rate |
|---------|--------|------|
| Strongly agree | 0 | 0% |
| Agree | 5 | 25% |
| Strongly disagree | 7 | 35% |
| Disagree | 8 | 40% |
| Total | 20 | 100% |

As shown  in table 16,  the majority (40%) of teachers disagree and (35%) strongly disagree that their students'

linguistic knowledge is unsatisfactory,   otherteachers (25%) agree and (0%)   strongly disagree.

**Question 7:** How fast adult students learn language?

Table17

*Teachers' Evaluation of their Students' Learning Progress*

| Options | Number | Rate |
|---|---|---|
| Normal | 4 | 20% |
| Medium | 13 | 65% |
| Super- fast | 3 | 15% |
| Total | 20 | 100% |

Table 17reveals that most of teachers (65%) evaluate their students learning progressas medium whereas (20%) consider their students as normal learners and others (15%) see them as super-fast.

**Question 8:** What factors are important for adultsto acquire second language?

Table18

*Factors Important for Adults to Acquire Second language*

| Factors | Number | Rate |
|---|---|---|
| Age | 2 | 10% |
| willingness | 2 | 10% |
| Experience | 7 | 35% |
| Native language | 2 | 10% |
| Teacher's method | 5 | 25% |
| Socioeconomic status | 2 | 10% |
| Total | 20 | 100% |

It is clearly seen from the table that (experience) was considered to be having the greatest impact onstudents'language acquisition with(35%)ofits overall score.    Next to it is teacher's method with(25%).Theremainingfactors were perceived to be having a "so – so" effect on their language acquisition process.

**Question 9:** From your experience what do you recommend your colleagues when it comes to adults teaching ?

Table19

*Strategies to Teaching Adults*

| Options | Number | Rate |
|---------|--------|------|
| Guiding | 4 | 20% |
| Helping | 6 | 30% |
| Both | 10 | 50% |
| Total | 20 | 100 |

In response to question 7 the results illustrate that half number (50%) of teachers' advice their colleagues to both help and guide their students learning.

### 2.1.5  Parents' Structured Interview Analysis

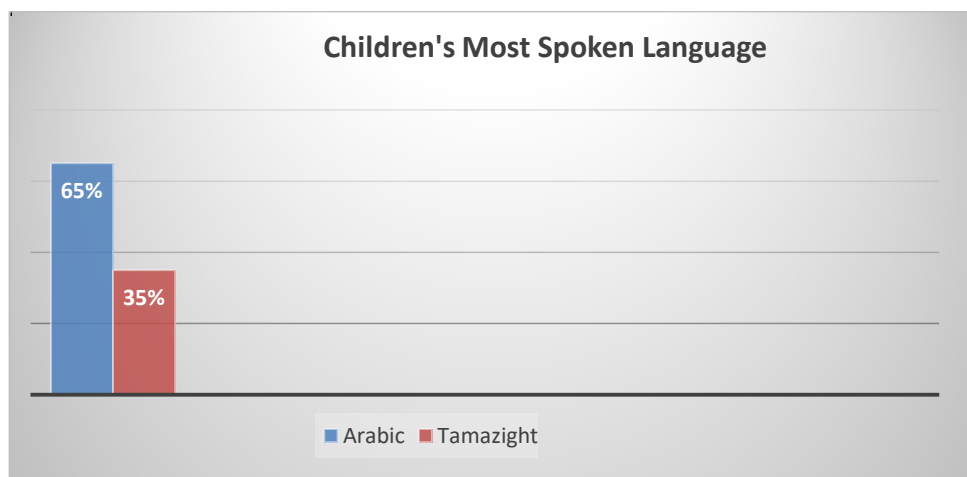**Question (01):**What is your child's most spoken language?



**Figure 1.***Children's Most Spoken Language*

As showen in figure 1, about ( 35%) of parents answered that their child's most spoken language is Tamazight and( 65%) of them speak Arabic.So, the majority of our population their children's' primary language is Arabic.

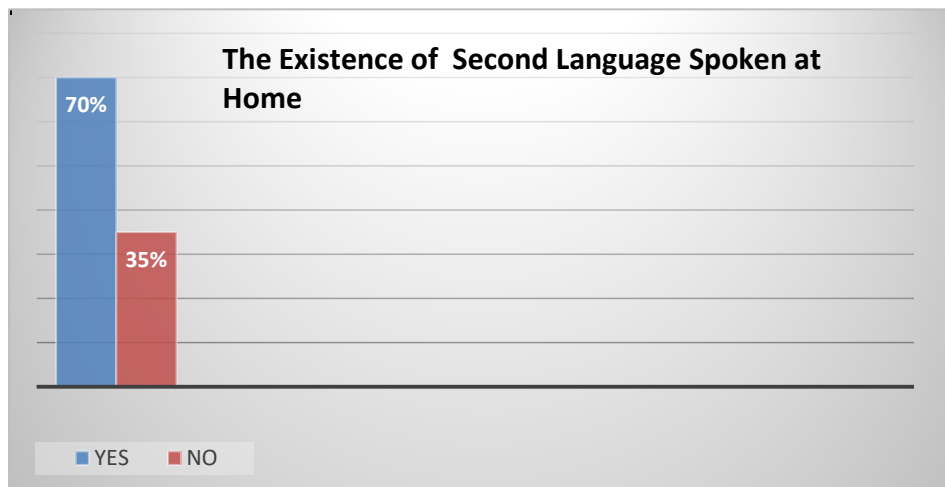**Question (02):** Is there another language spoken at home?



**Figure2.***The Existence of  Second Languge Spoken at Home*

As figure2 demonstrats,(70%) of parents answered about the question that their children speak secondlanguage, only (35%)parents said that their children do not speak another language at home. Thus most of the participants speak a second language.
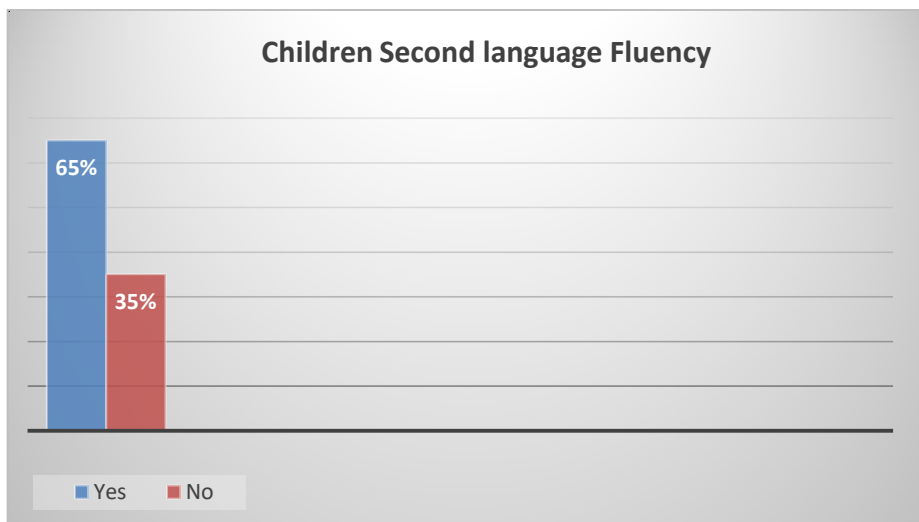
**Question (03):** Are they fluent in this language?



*Figue 3.**Children Second Language Fluency*

Figure 3 expresses that(60%)of parent reported that their children are fluent at this second language.Whereas,(40%)others they have been answered by no they are not fluent at this second language.

**Question (04):** Do/ Does your child (ren) has/have any special problems or disabilities?



**Figure 4.***Children's health Status*

Figure 4 confirms that a huge number of theanswers(80%) to this question and viewsof parents, whoare common in the fact that their children do not have any special problems or disabilities i.e. normal children only (20%)faces some problems on their language development.regardless to the result more than half of children in this study are normal children, who does not have disabilities.

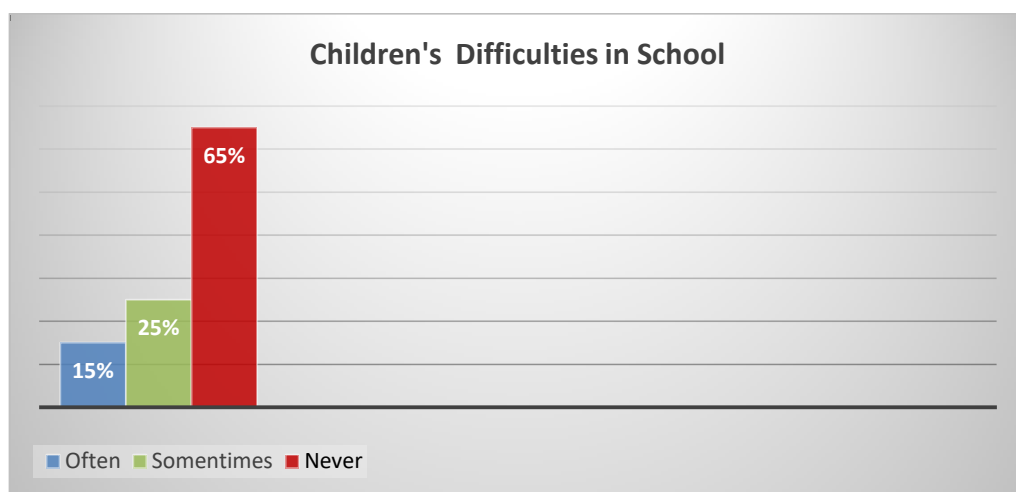**Question (05):** Do/does your child (ren) has/have difficulties in school?



**Figure5.***Children's  Difficulties in School*

Figure 5 establishes that a great numberof the  interviewed(%65) parents report that their childrennever had difficulties in school,(25%)parents said  that sometimes their children face difficulties in school .as well as

,a minority about (15%) of those parents answered by often .Thus most of children they have never faced difficulties in school.

**Question (06):** How quickly / how easily do / does your child (ren) learn new things for example new words, cognitive games?
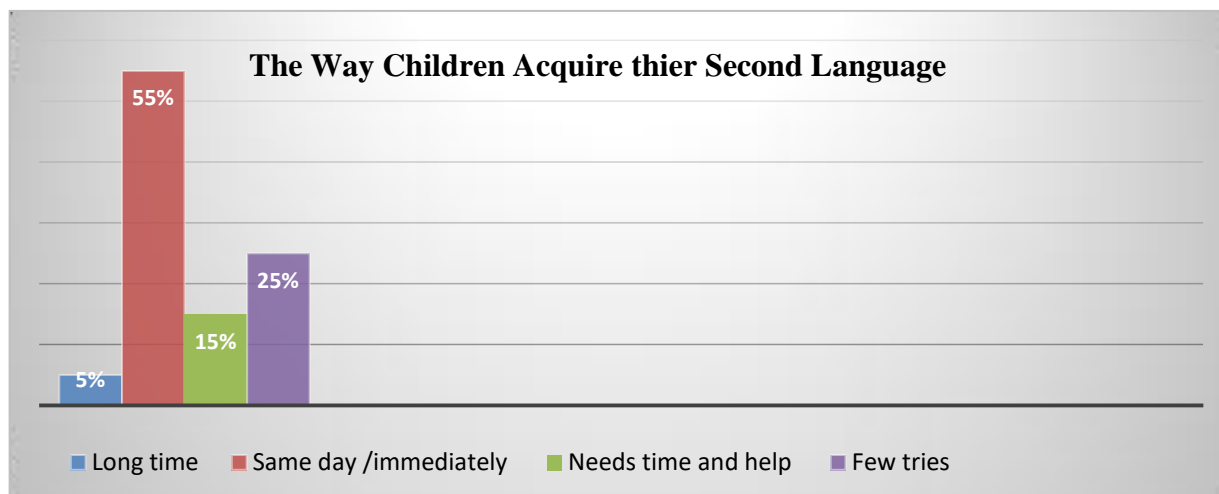


**Figure 6:***The way Children Acquire thier Second language*

As figure 6 ilustrates the way  children learn new things or cognitive games, there were four choices ,in order to choose the appropriate one.most of them(55%) answered by "same day/ immediately" and(25%)others assert that their children"few tries".furthermore,(15%) of  parents they have chosen"needs time and help", anda minorityof (5%) parents their children take "long time"to learn new things.

**Question (07):**Does / Do your child (ren) have Difficulty in expressing him/herself in full sentences, in grammatically correct sentences, or inflecting words?



**Figure7.**_Children's Difficulties in Expressing Themselves_

    Figure 7 represents difficulties of children in expressing themselves in full grammatical sentences or inflecting words, (50%)parents pick out in their response that their children sometimes they have difficulties. However,(40%) others often their children face difficulties in expressing themselvesonly (10%) parents their children never face such difficulties. This means that most of children find some difficulties in using full grammatical sentences.

**Question (08):** Compared with other children of the same age, how do you think that your child (ren) express themselves?
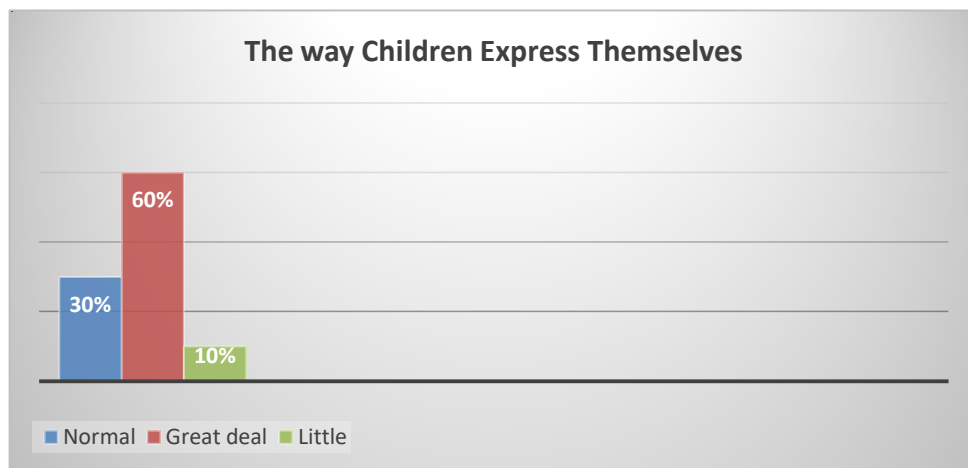


**Figure8.***The way Children Express Themselves*

Figure 8 reveals thatmany respondents(60%) selected the option "Great deal" in order to express the ability of their children to use second language in daily interaction .while (30%) of parents preferred to choose "Normal" .in contraste, the rest(10%) of parents they are not statisfied with their children performance.

**Question (09):**Do you help your children in their learning process?



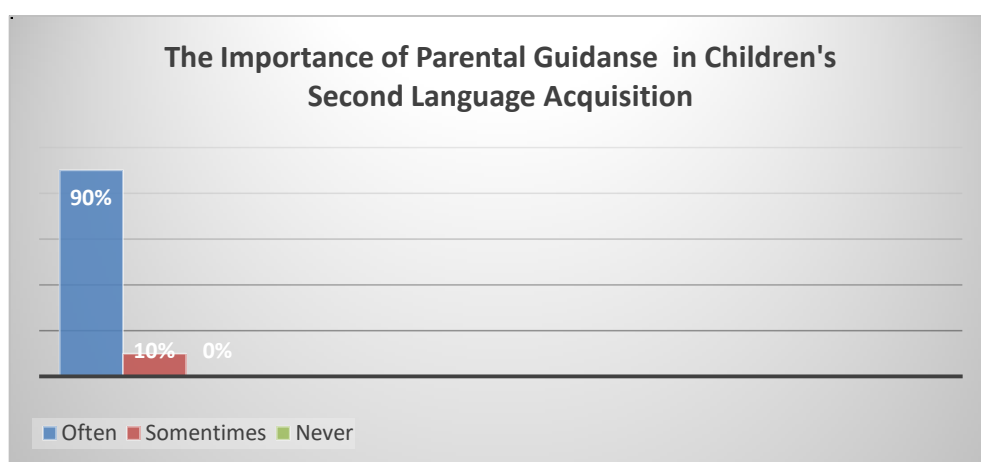**Figure 9.***The Importance of Parental Guidanse in Children's Second Language Acquisition*

Figure 9 explains thatmost of parents encourage and help their children in acquiring their second language the majority ofanswers(90%) selected "often" however , only(10%) parents responded by "sometimes" and (0%)for never .thus,children find their home environment as an aid for which facilitate their second language acquisition.

Question (10): Do you communicate with your children?
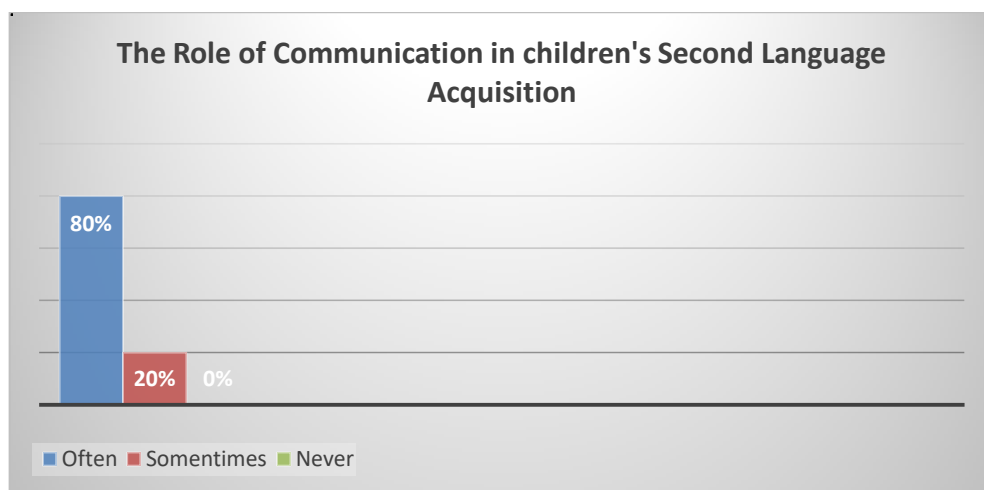


**Figure10.** *The Role of Communication in Children's Second Language Acquisition*

Figure 10 proves that the majority (80%)of parents"often" communicate with their children.Moreover,(20%) others "sometimes" they communicate with their children. This means that parents help their children language development through daily interaction.

Question (11): How do you evalute your children motivation in acquiring a second language?



**Figure11.** *The Role of Motivation in Children Second Language Acquisition*

As can be seen from figure 11 ,there is a clear trend that most of parents(75%) answered by self motivated, only five others selected parental motivation. thus the results illustrate children desire to acquire a new or second language after acquiring their primary language.

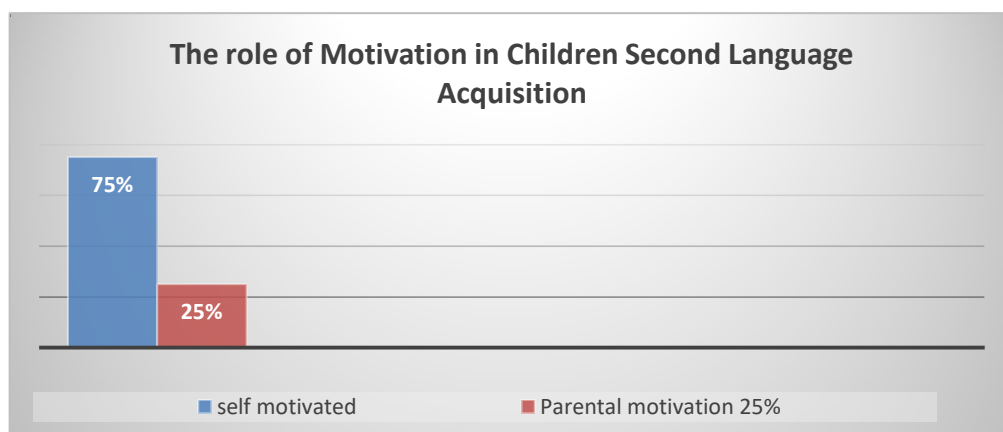**Question (12):** What factors are important for children to acquire their second language?
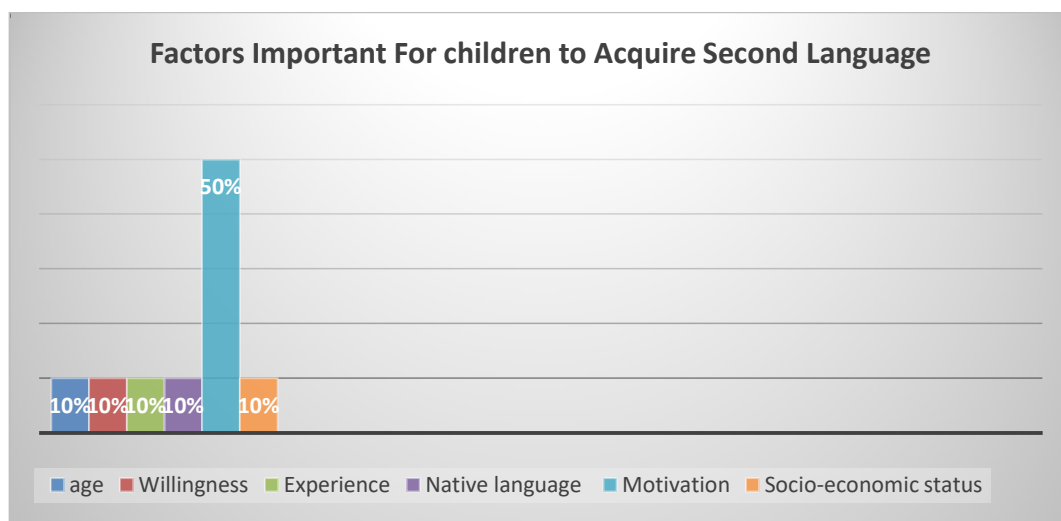


**Figure12.**_factors Important for children to Acquire second language_

Figure 12 shows that parents thought that all factors had a "so - so " effect to their children acquisition of language scoring (10%)(age), (10%)(experiences),(10%)native language, (10%)teacher's .method , (10%) socioeconomic status;  except formotivation which  thought to have more than average effect (quite a lot) with (50%).It can be inferred that students be believed that with a clear set of purpose and goal in mind, acquiring a language becomes more effective for them.

## 2.2  Discussion of the results and Implications

### 2.2 .1  Students' and Teachers' Questionnaires Fndings

Through the responses expressed in the questionnaire, most of these answers are too far relevant to predetermined ideas that we intend approve in this study.

If we refer to our students' answers we can say that the majority of students are mature and they consider themselves as multilingual motivated learners. Similarly, teachers'answers alsorevealed that adults are motivated learners. Furthermore we found out that most of students  have some difficulties in learning; teachers agree that their adult learners face difficulties during their learning process. This highlights the point that teachers strongly agree with the effect of age factor in learning as shown in table 12 which caused a gap between students from different ages.

We deduce from our investigation that adult learners encounter difficulties in learning vocabulary and they consider themselves less fluent in English.Thus, the most difficult language aspect for adult learners is vocabulary, language learning in adulthood is a slower process.

We have observed that the majority of our adult learners prefer get in group discussion using the target language and need more practice using the target language through pair discussion which helps learners develop their skills. To communicate in a foreign language is easy and rapid for adult learners.

The majority of teachers claim that their learners do not have sufficient background; this leads the necessity of more guiding and helping the learners tolearna languageacademically.

### 2.2.2 Parents' Structured Interview Finding

In the light of the analysis of parents' structured interview that the majority of the respondents claim that their children t do not have disabilities i.e. they are normal children, also they speak second language fluently. However,second language is a little used in daily interaction with others because they face some difficulties in expressing themselves in full grammatical sentences and suffers from the interference of the mother tongue, in addition most of parents assert that their children sometimesencounter some barriers at school, thus language development occurs spontaneously, they are self motivated to acquire languages. Furthermore they learn new things and words immediately with the help of their parents andother relatives through daily communication,in this vein, children language develops unconsciously.

Responding to the suggested hypotheses we come to the fact that:   Language learning in adulthood is a conscious process and goal -oriented process on which learners pick up the language through classroom instruction and teachers' help.

Children language development is effected by various linguistic and affective factors like social and home environment, also motivation and age factor which help them to develop the language unconsciously and rapidly compared to adults.

### 2.2.3 Implications

#### a. Effects of age on learners' second language achievement

1.  Age has very little (if any) effect on the process of acquisition. The effect may be little in the case of grammar, but a little bit more significant in the case of pronunciation.

2. In naturalistic settings, learners who begin as children achieve more native-like accent than those who start as adults.

3.  In formal stuations this does not occur, perhaps because the amount of exposure needed for the age advantage of young learners to emerge is not enough.

4.  Even if younger is better in the long run, it does not apply to the acquisition of English literacy skills: older is better, as they benefit from prior literacy experience (learners who already know how to read and write in their first language).

5. Adults have an initial advantage where rate of learning is concerned, particularly in grammar. They will eventually be overtaken by children who receive enough exposure to the L2. Though this is less probably to happen in formal and instructional contexts.

6. Only child learners are capable of acquiring native accent in informal contexts, even though some children who receive enough exposure still do not achieve a native-like accent.

7. The critical period for grammar is around puberty years. Under this period learners may acquire native grammatical competence.

8. Children are more probably to reach higher levels of achievement in both pronunciation and grammar than adults.

#### b. Effects of motivation on learners' second language achievement

1.  Student who is highly motivated can achieve greater success student who is not well motivated.

2.  Sometimes students may come highly motivated and the task of the teacher is to maximize the motivation.

3. Motivation depends on the social interaction between the teacher and the learner. To be able to create an effective learning environment having highly motivated students necessitates strong interpersonal  and social interaction.

4. When the learning of a second language takes place at home with the support of the neighbourhood and and parents .it seems to be learned with relative ease, sometimes automatically.

# General Conclusion and Recommendations

# General Conclusion

The ultimate aim of this study is to show the difference between children language acquisition and students learning .within this context we have conducted our study with third year LMD students of English at KMU in Ouargla. We have used a research design consisting of both qualitative and quantitative methods for data collection and analysis. The results reached are in relevance with our review of literature and our research hypotheses. We have found out that there are affective, cognitive and linguistic factors which influence language development in children.Additionally, we have demonstrated that language development in childhood is an unconscious process compared to adults language learning which is characterised as more conscious process.

Although the purpose of children acquiring a first language and those learning in a classroom are basically the same - 'to map form and function to produce meaningful utterances based upon their language experiences' (Chenu and Jisa 2009:18); it is obvious that there are many differences, and that learning a language is too complex to guarantee a consistent explanation of this linguistic phenomenon only through the already listed factors. Thecombination and influence of the two approaches make learning experiences vary within and across different groups of learners. The learning of a second language is not merely a second instance of acquisition. In fact, many of the strategies used in classroom instruction are in direct contrast to the conditions surrounding FLA, inextricably interrelated with mental development of a child, whereas the acquisition of a second language (adult age) in the classroom is often performed at a stage where the mind is more (if not fully) developed.

Classroom learning tends to be more syntactic in nature than L1 acquisition, and requires a more conscious and continuous effort. In addition, seemingly positive effects found in one learning process are not always of benefit when used in the other. In fact, the previous experience of acquiring L1, the comprehension of structures and linguistic devices, and even the accumulation of knowledge about how these are applied in social settings can become real obstacles to successful L2 learning. This brings into focus the importance of L2

classrooms beingappropriately arranged and managed to address and reflect both the similarities and differences between first and second language acquisition with both children and adults.

This study examined the effectiveness of different exposure approaches on second language learning in both classroom and outside situations, as well as the interaction between exposure approach and the age of learners.. This dissertation makes a contribution to the methodology of second language learning for both younger and older learners, as well as a pedagogical implication in the second language education—the effect of second language input/exposure. In terms of methodology, this study provides evidence for the validity of testing some parameters influencing language learning performance in learners of different ages (children, and adult students. In terms of the effects of exposure for second language learning, the present study demonstrated that even without explicit teaching instruction, the method of presenting target language input matters for learners, especially for children, if they are able to fast-map words to references.

Interestingly, despite the strong motivation to teach and learn second languages at an early age, very little research has explicitly investigated the effectiveness of different teaching approaches for learners of different ages or the interaction between second language teaching methods and the age of the learner.

This research work isdivided into three chapters. The first chapter is devoted to the review of related literature, in which we have debated the universal grammar theory and other issues related to language acquisition and learning as well as the main factors influencing language acquisition. In the second chapter, we have explained the research methodology that we have adopted in this study in addition to the description of the population sample and instruments used to collect data. Data analysis and results were discussed in the third chapter, Thus,with the results that are obtained from the two instruments demonstrate that the two processes are different and there are factors influencing these two processes.

In conclusion, learning a second language after childhood is definitely hard to acquire for pedagogical reasons.This situation makes things more complex for adults because this means, they have to construct new patterns for grammar, syntax, morphology and phonology for the new language. In order to surmount these barriers, it is really important that adults be conscious of the functions of the brain and the appropriate

methodology to teach the second language. Meaningful and communicative lessons are the suitable means to acquire it; in addition, attitude and motivation determine the success of these means. But most important, it is the time and practice that adult must dedicate to learn, learn and use the second language in real life situations.

# Recommendations

The present study has made some recommendations for further studies. The present study suggests firstly, to use authentic classroom data; secondly, to extend the study of L2 to other ESL classrooms; and thirdly, to compare and find out various strategies ofL2 use for both children and adults. Based on the findings of the study which shows that children encounter difficulties increating full grammatical sentences using second language .For that reason, we attempt to suggest the following recommendations that are useful for both parents and children :

✓ Parents can enhance their children's L2 acquisition of the second language through books and storytelling, TV.

✓ It will be useful if parents communicate with their children using a second language in order to help them on developing their communicative skills.

✓ Parents should reinforce their children's second language acquisition L2 through listening and memorizing songs.

Through our investigation we have noticed that the students still struggle with learning vocabulary and they do not have background knowledge:

✓ Teachers have to follow new methods of teaching that include programs valuing vocabulary.

✓ Create a large classroom library and collect a broad selection of novels and nonfiction titles related to your discipline.

There are also useful strategies for teaching second language to adults

-We recommend awakening continuously the adult's inner child. They need encouragement, games and Studies, including this procedia study, have found that fun and enjoyment are as important to an adult's ability to learn and absorb information as a child's.

- We also need to make it a team effort. Adults are generally more aware of the abilities of their fellow classmates. They have a strong desire to want to help each other understand and succeed. You can use this to everyone's advantage by assigning group work. This lets students learn from each other and everyone benefits.

- Teachers should help adult students  stay on track. Most adults read the news already. Ask them to read one news story in their target language instead. Take the first five minutes of class to have them summarize their article and review any phrases they did not understand.

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**Appendix A**

# Students' Questionnaire

Dear student,

You are kindly requested to answer following questionnaire for the fulfillment of a research conducted at Kasdi MerbahUniversity Ouargla and the department ofEnglish. You have been selected as the best source to contribute to this study by responding this questionnaire.

**Part one: Background information**

1.  What is your gender?

☐ Female

☐ Male

2. How old are you?

☐ 18-20

☐ 21-22

☐ 23-24

3. What is your mother tongue?

☐ Arabic

☐ Tamazight

4. Do you consider yourself as:

☐ Monolingual

☐ Bilingual

☐ Multilingual

**Part two: Information about  foreign language**

1.  Do you really feel motivated to learn a foreign language?

☐ Often

☐ Sometimes

☐ Never

2. How do you evaluate your skills in English according to the options below?

☐  Fairly fluently

☐  Fluently

☐  Moderately

☐  With difficulty

3. Have you encountered difficulties while learning foreign language?

☐  Often

☐  Sometimes

☐  Never

4. Which language aspect that you consider more difficult than the other?

☐  Learning English grammar

☐  Learning English vocabulary

5. What class activities are most helpful for your learning?

☐  Lectures

☐  Worksheets

☐  Pair discussin

☐  Games

*Thanks for your collaboration*

**Appendix B**

# Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer the following survey for the fulfillment of a master dissertation research conducted at Kasdi Merbah University, Ouargla, The aim of this questionnaire is to state the differences and similarities between children and adult language second language development.

**Please tick the appropriate option by putting (√) in the right box.**

1. What is the eldest student's age you have already taught?

☐   18-21

☐   21-25

☐   25-30 above

2. Does age affect your students learning process?

☐   Strongly agree

☐   Agree

☐   Disagree

☐   Strongly disagree

3. Are your learners motivated in class?

☐ Often

☐ Sometimes

☐ Never

4. Do your students face problems during their learning?

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

5.  Are your students getting part in group discussion?

☐  Often

☐  Sometimes

☐  Never

6.  Do your students  have sufficient background knowledge?

☐  Strongly agree

☐   Agree

☐ Strongly Disagree

☐ Disagree

7. What factors are important for students to acquire their second language?

☐  Age

☐   Willingness, interest, and purpose for learning

☐  Experiences

☐   Native language

☐  Teacher's method of instruction

☐   Socioeconomic status

8.  How fast adult students learn language?

☐  Normal

☐  Medium

☐ Super-fast

9. From your experience what do you advise your colleagues when it comes to teaching adults:

☐ Guiding their students

☐  Helping their students

☐ Both

*Thanks for your collaboration*

**Appendix C**

# Parents' Structured interview

Dear informant,

You are kindly requested to answer following questionnaire for the fulfilment of a research conducted Kasdi MerbahUniversity Ouargla and the department of English. The aim is to make a comparison between children language development and adult language learning.

**Please tick the appropriate option by putting ($\sqrt{}$ ) in the right box.**

1. What is your child's most spoken language?

☐ Arabic

☐ Tamazight

2. Is there another language spoken at home?

☐ Yes ☐ No

3. Are they fluent in this language?

☐ Yes ☐ No

4. Does/ Do your child (ren) has/have any special problems or disabilities?

☐ Yes ☐ No

5. Does/do your child (ren)has /have difficulties in school?

☐ Often

☐ Sometimes

☐ Never

6. How quickly / how easily does / do your child (ren) learn new things for example new words, cognitive games?

☐ Long time

☐ Same day / immediately

☐ Needs time and help

☐ Few tries

7. Does / Do your child (ren) have Difficulty in expressing him/herself in full sentences, in grammatically correct sentences, or inflecting words?

☐ Often

☐ Sometimes

☐ Never

8. Compared with other children of the same age, how do you think that your child (ren) express themselves?

☐ Normal

☐ A little

☐ A great deal

9. Do you help your children in their learning process?

☐ Often

☐ Sometimes

☐ Never

10. Do you communicate with your children?

☐ Often

☐ Sometimes

☐ Never

11. How do you evaluate your children motivation in acquiring a second language?

☐ Self motivated

☐ Parental motivation

12. What factors are important for children to acquire their second language?

☐ Age

☐ willingness, interest, and purpose for learning

☐ Experiences

☐ Native language

☐ Motivation

☐ Socioeconomic status

*Thanks for your collaboration*

# Résumé

La différence entre le développement du langage chez les enfants et celui des adultes chez les érudits et les psycholinguistes a suscité l'intérêt de la présente étude. Cette étude a pour objectif de faire la distinction entre l'aquisition des enfants et l'apprentissage de la langue seconde par les adultes au département d'anglais (KMUO). En suivant une méthode analytique, nous avons d'abord conçu un questionnaire distribué à 30 étudiants en licence de troisième année et à 20 enseignants du département d'anglais. Cette étude comprenait un entretien structuré avec un échantillon de 20 parents qui ont expliqué leurs expériences avec le développement du langage de leur fils ou de leur fille. Ensuite, le progiciel statistique pour les sciences sociales (SPSS) est utilisé pour analyser des données et établir des prévisions sur la base de collections de données spécifiques. Les résultats ont montré que l'acquisition de la deuxième langue des enfants est étroitement liée aux facteurs de motivation, à l'environnement social et aux facteurs d'âge, qui facilitent inconsciemment l'acquisition du langage, contrairement au processus d'apprentissage du langage des adultes, qui est plus conscient. En bref; le langage des enfants étant apparemment différent du langage des adultes, il est donc essentiel pour un modèle d'acquisition de faire des choix pour expliquer ces différences.

**Mots-clés:**développement du langage, acquisition du langage, enfants, adultes, apprentissage des langues.

## الملخص

كان هنالك اهتمام بالاختلاف بين تطور اللغة الأطفال وتعلم اللغة لدى البالغين من قِبل الباحثين و علماء النفس. وتهدف هذه الدراسه إلى التمييز بين اكتساب الأطفال وتعلم البالغين اللغة الثانية في قسم اللغة الانجليزية.لاتباع الطريقة التحليلية قمنا بتصميم أول استبيان تم توزيعه على 30 طالبا من طلاب السنة الثانية و 20 مدرس من قسم اللغة الانجليزية، تضمنت هذه الدراسة مقابلة منضمة مع عينة من20 من الوالدين اللذين شرحوا تجاربهم مع تطور لغة ابنهم او ابنتهم. ثم يتم استخدام الحزمة الاحصائية بالعلوم الاجتماعية، لتحليل البيانات وإجراء تنبؤات على مجموعات محددة من البيانات.اضهرت النتائج أن اكتساب اللغة الثانية للأطفال يرتبط ارتباطا وثيقا بخصائص التحفيز والبيئة الاجتماعيه وعوامل العمر التي تسهل اكتساب اللغة بغير وعي على عكس عملية تعلم اللغة للبالغين والتي تكون أكثر وعيا.بالمختصر تختلف اللغة الأطفال على ما يبدو عن لغة البالغين لذلك من الضروري لنموذج اكتساب    اتخاذ بعض بعض الخيارات عند شرح هذه الاختلافات.
**الكلمات المفتاحية**: تطور اللغة ، اكتساب اللغة ، الأطفال، البالغين ، تعلم اللغة .