

Exposure to Two Languages Never Impedes L2 Acquisition

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Abstract

The present study investigates that similar amount of exposure to two languages at early age does not impede child's L2 acquisition. L2 acquisition endures tenaciously encompassing early learners. They not only speak new language with concern but also acquire it inextricably. They are never diffident like adults enterprising new language. They replicate their age-mates and teachers without malevolence and successively develop linguistic contrivance themselves. It reveals that exposure is undoubtedly efficacious in L2 acquisition but not subservient to L2-exposure. The study elucidates that English language is a contagious language. Children learn it without any justification and special assistance. Besides, the study entails the details of L2 acquisition at early age and acquaints with techniques which collaborate in L2 acquisition. Three kindergarten classes were randomly selected at a community public school and were observed thrice a term for data collection. Likewise, a questionnaire was distributed amongst 10 teachers and 100 parents whose children were studying at school. Interviews of three parents are also part of this study.

Key Words: Acquisition, early learners, exposure to two languages, individual differences, learning, teaching techniques

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1. Introduction

It is misconceived that early learners acquire language slowly. Language acquisition is an outcome of recurrent and interlaced learning process. At early age, children learn faster and their brain is more receptive in the first five to six years. Bulldozing language on children by alders may intricate the learning process for them. Language learners might systematically misperceive crucial input for learning (Philips C & Ehrenhofer L, 2014). Adults make children learn language at early stage through mother's initial interaction with the child in her lap and grandparents telling tales and reciting poems at bedtime, neighbours' greetings in the corridor and teachers' instructions in class. Thus, the informal exposure to the language helps children develop their vocabulary according to their needs.

Children acquire new languages conveniently unlike most adults who find foreign languages hard to learn. On the contrary, adults endeavour to make headway in the process of acquisition of a new language. However, children seem to acquire it instinctively and without any great effort. They are genetically born to speak but they are not born to speak any particular language (Wells, 1986. Language is inherently acquired but not learnt by children. Human beings are endowed to make variety of sounds. They make it possible through connection between sounds and objects. Such connections result in creativity of new language. Sounded are decoded for the sake of meaningful comprehension (Rowland, 2014). During the first twelve months of their early age, children listen, speak, and acquire language. The amusing sounds of young babies using language are the rise and fall of voice which they observe in their elders. The greatest gift given to the children is a language. Yet, verbal communication with early learners is usually treated in an informal way.

The present study aimed to answer the following main questions:

1. Do early learners learn English as L2 more quickly than Urdu as their L1 in class?
2. How do monolingual children learn L2?

The author observed during his stay in school with KG students that they learn L2 faster. These students are studying L2 (English) and L1 (Urdu) availing same amount of time. They were monolingual prior to starting school but it was observed that they were very motivated to acquire L2 after they started their schooling. Based on his observation, the author decided to carry out research why children enjoy more while learning L2.

2. Review of Literature

This section outlines the important aspects of the study under discussion, reporting on previous research, which gives the specific account of the existing literature available on the different aspects of language acquisition at early age. It has been apportioned into different sub sections. Firstly, it gives the general view of existing literature. Secondly, the mechanism of language acquisition is explained. Thirdly, the term bilingual child and L1 and L2 in L2 acquisition process are elaborated. Further, the impact of L1 on L2 phonology and grammar is explained. The individual differences in L2 acquisition process are also part of this section.

2.1. An Overview of the Existing Literature

Bongaerts (2005) propounds that children at early age are more capable of speaking L2 like native speakers as compared to those who start learning a foreign language late. A commonly theory related to language acquisition is that children are blessed with magical ability

to acquire L2. It vanishes gradually and finally ends when the adults start learning L2. The reason behind this is that, it is circumscribed to the early age of a child only. It seems appealing as it expresses the miracle of children' acquisition of L2 at early age unlike adults. Secondly, adults acknowledge their weakness of acquisition of L2 this way.

Baker (1988) puts forwards that bilingual children appear to learn conversational skills in the majority language at school during first few years. Children are more flexible and have more ability to acquire L2 accent as they are inflexible in comprehending new learning tasks (Ausubel, 1964).

Children do not learn language consciously. They usually are attracted to the things of their interest and which are easy for them to understand. They enjoy active participation in interesting learning activities and this helps them to learn a new language. It should not be perplexed with the situation where the activities related to language learning are merely the learning games which are simply fun and should not be made an issue (Ur, 1996).

2.2. *Mechanism of Language Acquisition*

To reckon the mechanism underlying language acquisition, the scholars and researchers are employing different methodologies. Months before infants utter their first word; their early language-learning mechanisms can be examined by recording subtle responses to new combinations of sounds. Once children begin to link words together, experiments using real-time measures of language processing can reveal the ways linguistic and nonlinguistic information are integrated during listening. Natural experiments in which children face minimal language exposure can reveal the extent of inborn language-learning capacities and their effect on language creation and change. As these techniques and others probing the child's mind are developed and their findings integrated, they will reveal the child's solution to the puzzle of learning a language.

The parsing process is an important segment of the language comprehension device. It permits children to gather strings of components to calculate significant and new relations between various elements of a sentence. Snedeker & Trueswell (2004) express that children are able to access the alternative modifier parse under some circumstances, but they are less able than adults to integrate multiple cues (Engelhardt, 2014; Hurewitz et al., 2000; Weighall et al., 2008)

Trueswell et al. (1999) have explored the development of this rapid parsing system. For the language learners, ascertaining the words of a language and their meanings is their primary concern. They must ferret out grammatical endings of the verb forms, prepositions and the distributions of the syntactical components of a sentence or utterance. This is how they absolutely learn to induce (who/did/what/to/whom) in sentences of their language.

2.3. *The term "Child Bilingual" Explained*

Genesee et. al. (1980) are of the view that the two terms child L2 learner and child bilingual are synonymous but they don't represent the same population. Simultaneous bilingual children learn L1 and L2 in the pre-school times while L2 children have developed one language before they begin learning the other, and typically speak the first language at home and the second language at school. The bilinguals enjoy general cognitive benefits due to the demands

on cognitive control of managing two grammars and two lexicons (Costa et al., 2009; Kroll & Bialystok, 2013).

2.4. *Use of L1 and L2 in L2 Acquisition Process*

This section deals mainly with the development of L1 majority L2 learners. Urdu L1 children who acquire English as an L2 in school at early age are L1 majority L2 learners. On the contrary, children speaking a minority language at home and attend school in the majority language are L1 minority L2 learners. Primarily, learners use their L1 in the L2 environment at school, but it happens only for a while as they feel that using their L1 will not assist them in interacting in the second language learning environment. On the contrary, Tabors (1997) says that the subsequent non-verbal period lasts a few weeks or is extended over many months, and younger children appear to stay longer than older ones during this period. In this period, children articulate few or no utterances in the second language. They usually communicate through gestures and may remain silent for long than one on one situation. Many common formulas used perpetually by the L2 children have been listed by Wong Fillmore (1979) which she witnessed during the early period (for example lookit, wait a minute, lemme see, or whaddya wanna do?).

2.5. *Impact of L1 on L2 Phonology and Grammar*

Many studies show that comprehenders make effective use of their syntactic and semantic knowledge (Frazier, 1999; Kazanina et al., 2007; Phillips, 2006; Traxler & Pickering, 1996). In electrophysiological studies, rapid sensitivity to grammatical errors is so commonplace that it is news only when speakers fail to quickly notice a violation of a linguistic constraint (Wang et al., 2012; Xiang et al., 2009). However, at the same time it is apprehended that children may introduce errors as their attention is diverged in systematic ways from output. The phenomenon has been discussed in detail by Jeff Lidz and Akira Omaki. (Omaki, 2010; Omaki & Lidz, 2014).

Impact of L1 can readily be seen on L2 phonology and grammar. The onset for L2 speech development is the L1 phonetic categories according to Flege's Speech Learning Model (Flege, 1999). For example, children aged four to seven years were found to be more accurate in articulating vowels and consonants which are shared between the two languages than of the minimal segments of sounds that exist in the L2 English as pointed out by Goldstein (2004). Exposure to English is not influenced inimically despite the fact that vocabulary accumulation is a slow process. The second language young learners amass vocabulary according to their needs.

As a matter of fact, language learners' progress either in L1 or L2 is evaluated with the help of monolingual standards of lexical size which is insufficient for the consideration of context based formational dissimilarities among the monolingual and bilingual vocabulary for L2 and substitute ways of recording tests and comprehending vocabulary development for bilingual language learners have been suggested. (Patterson & Pearson, 2004; Peña & Kester, 2004).

2.6. *Individual Differences in L2 Acquisition Process*

According to Kovelman, Baker, & Petitto (2006), there are many cognitive benefits for young children who are simultaneously exposed to more than one languages which could be associated with long term positive outcome for the early learners. In pace of learners' L2 acquisition, there are remarkable differences even for those who have same amount of

classroom exposure to the L2 and same instructional programme (Paradis, 2005; Wong Fillmore, 1983). Focusing on L2 is more important than on first language acquisition research owing to the strong capability of individual differences in the acquisition process of early learners. Early L2 learners are more flexible and have more variation in L2 input as compared to L1 learners. Their input is distributed between two languages. They remain in contact with L2 at different stages and when they start L2 learning, they have another developing language. What happens children at school at early age, switch from L1 to L2 (Genesee et al., 2004).

3. Research Methodology

Qualitative and quantitative research methods have been used including classroom observations, questionnaires and semi structured interviews. Three different sections of the same level were selected randomly and observed three times during academic session. Each section had approximately 30 students in it.

Two separate questionnaires were prepared for the teachers and the parents of children. Three parents were interviewed and were also given a questionnaire to investigate children's interest of learning L2 at home. Appointments with parents were made about two weeks prior to their interviews. Medium of instruction for interviews was Urdu for interviewees' convenience and as a result, some minor adjustments were made. Interviews were conducted at the same school.

3.1 Participants

The participants of this research were ninety children from 4-6 years studying in Kindergarten (KG) of an English medium school in the Kingdom of Saudi Arabia and hundred parents whose children were studying in school. Majority of children had no exposure to L2 (English) before starting school. Most of them were monolingual. It will not be wrong to say that they were not fully proficient even in their L1 yet. Siblings (2-3years old) of these children who are accompanying them at home, are also part of the present study. Moreover, interviews of three parents have been included.

Sixteen teachers who participated in this study, were all staff members of the same school. All the teachers were females. Eight teachers had a Masters' degree in English or Education and two teachers had a Bachelors' degree. Their teaching experience ranged from 1 to 15 years.

4. Analysis and Discussions

4.1. Data Analysis

In order to study the effect of L2 teaching, the data were collected in three time periods (i.e. start, mid & end-term) from three group of students randomly (Group A, B & C).

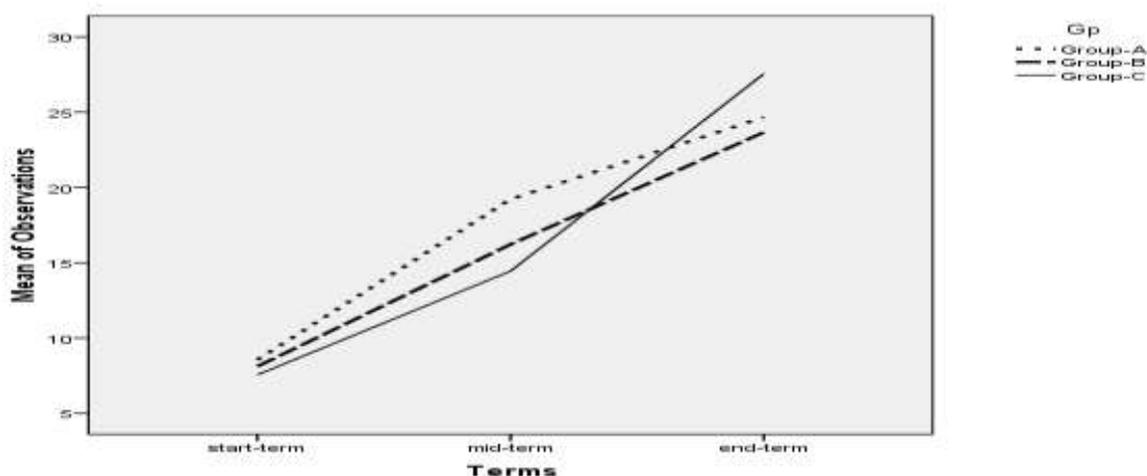


Figure.1 Mean of Observations during all Terms

Since the subjects (students) remain the same but are tested at three different stages or times therefore, the appropriate statistical procedure to test the effect of L2 learning is the Repeated Measures ANOVA.

Table 1. Repeated Measures ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.099	2	16.049	.231	.794
Within Groups	5411.407	78	69.377		
Total	5443.506	80			

The results as given in Table. 3, provide sufficient evidence that the means scores for the three terms differ significantly as $F(2, 52) = 172.051$ $p > .0001$.

Table 2. Term-wise Statistics.

Descriptive Statistics			
	Mean	Std. Deviation	N
Start-term	8.07	5.377	30
Mid-term	16.63	4.360	30
End-term	25.30	3.074	30

The last column of the Table. 3 shows that the value of partial eta squared (which tests the effect size) = 0.869 shown below which is a very large effect size as recommended by Cohen (2002).

Table 3 Tests of Within-Subjects Effects

Measure: performance							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Term	Sphericity Assumed	4004.222	2	2002.11	172.051	.000	.869
Error(term)	Sphericity Assumed	605.111	52	11.637			

It means that the impact of our treatment or intervention has a large effect on L2 learning. The overall mean jumps from 8.07 in the Start-term to 25.30 (as shown in Table. 2 above) in the End-term which is graphically shown in Figure. 2

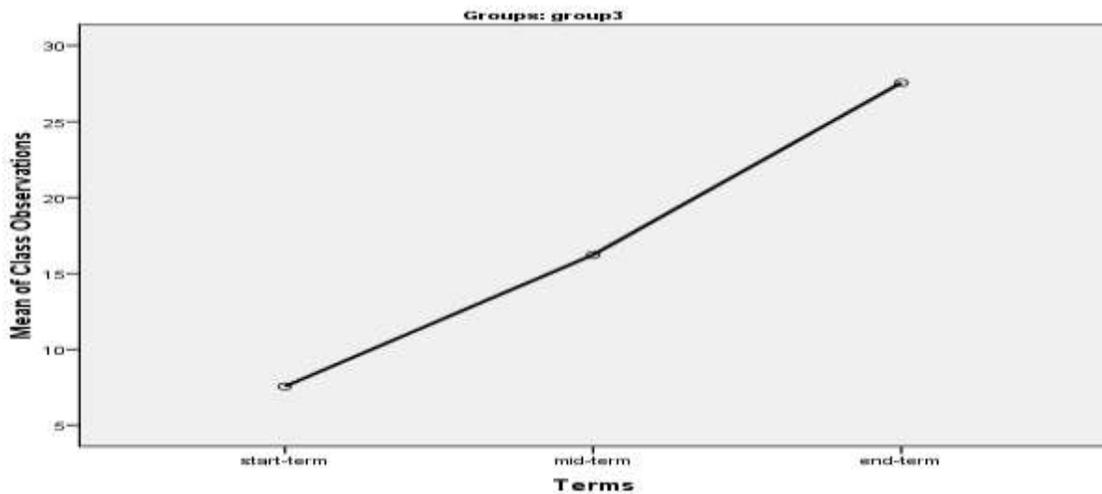


Figure.2 Mean of Class Observation in Group

It means there is a marked improvement due to the intervention.

Now the data is analyzed with reference to the groups. Three groups are homogenous and they do not differ as far as their comprehension of L2 is concerned. In order to test the homogeneity between three groups(A,B &C) ANOVA technique was applied. On the combined data the results provide sufficient evidence that the three groups are homogenous as: $F(2, 78) = 0.231$ and $P > 0.0$

The complete analysis is as shown Figure.3

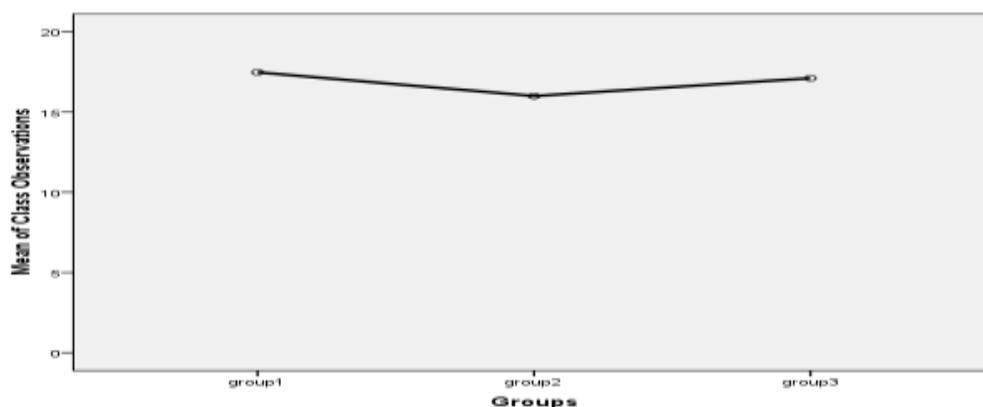


Figure.3 Mean of Class Observations in all Groups

In order to study the groups separately, a marked improvement simultaneously in L2 learning in all groups during each term can be observed, with Group A improving more in the Mid-term and Group C improving more or the most in the End-term. Overall all the 3 groups have improved significantly throughout the term.

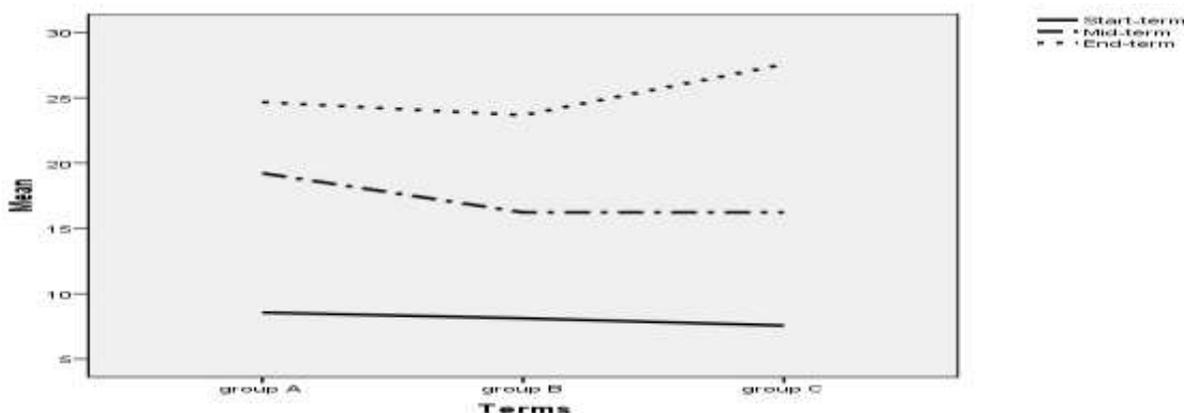


Figure. 4 Mean of Terms

4.2. Discussion

In the beginning, children persist in using their mother tongue but when they realized that they are not responded and appreciated by their teachers, they enter a silent period. After this period they imitate teacher’s words and short sentences like “Yes”, “No” and “May I come?”, “May I go?” etc. It was observed that they did not bother about rules which explained how sentences were made and pronounced. Intuitively they identified salient features of the meanings of a word and use the word almost correctly. As results show children’ performance in L2 was excellent by the end of the year. According to modern techniques of teaching, learning has become a fun for the children so they feel very comfortable in learning L2. Children coming from monolingual background after being exposed to L2 at school through different learning based activities learned L2 very quickly. Research reveals the fact that after 6 months, children began to notice differences between languages and also began to prefer the language they heard at school. In spite of the fact that amount of exposure to both languages L1 and L2 was same i.e.

L2 at school and L1 at home, they were picking vocabulary of L2 according to their communication demand which was against the concept that parents should provide equal amount of exposure to L1 and L2. Otherwise, learners may start dropping words of less exposed language (Espinosa, 2008; Kuhl, 2004; Tabors, 2008). Children having L1 at home appeared to be proficient in both languages at the same time.

4.3. Discussion on Class Observation

The teacher used English only technique to give instructions. Students followed instructions clearly that shows they learnt L2 effectively. In all the sections, most of the students were responding in L2. Majority students followed the teacher's instructions. Most of them responded the teacher in L2. Teacher showed a banana to the learners of one class who were at the beginning of one word formation stage, all their utterances contained one word only, and she asked the children another question: What is this? Some of them responded by saying 'bana', others said 'mana', and the rest still said 'bana'. Child' words like these exemplified learners' making generalizations: children modified words, replaced, added and removed parts of words to make them comply to a common style that they found easier to control. However, students told the names in English; when there was rhyme time, it was observed that almost all the students were enjoying rhymes in English. While doing colouring, students told the colours' names in English. These children were observed in play area too. Again, students were speaking L2 there. In playing activities, students conversed in L2. Then there was a writing period. Students showed accuracy in writing English alphabet whereas in L1 (Urdu) writing period, students were taking less interest and they were not showing accuracy in writing Urdu alphabet. It was observed that students were more motivated in exchanging their ideas in L2. It was observed at the end of the year that the students started asking small questions in L2 e.g. "May I come in?" "Can I sharp my pencil?" "Can I drink water?" etc. It was observed that in the early learners' groups, they require a lot of input. L2 language as form of input should take place throughout the day around them. It is between learners-learners-teachers. Therefore, it is important to let them make mistakes in speaking rather than giving them shut up call. Continuous interruption regarding correction can be threatening towards children language learning process. To respect your children means learning to understand them. It was found that children developed their own mechanism of language learning. They appeared to be adroit. They were imitating their elders. After one word formation stage, they started forming more words themselves. It is exactly like as they try to walk the moment they are able to stand at their own. They stumble, walk, and fall. Similarly, they try to say many words together. They may stutter in the beginning but gradually become proficient after practice.

4.4. Teachers' responses

Table. 4 shows the results of the questionnaire for teachers about children's performance in L1 and L2. The study reveals that students at the age of 4-6 learn L2 more quickly than L1. But it does not happen all of a sudden.

Table 4. Teachers Questionnaire's responses

Results of Teacher's Questionnaire	Responses	
	Yes	NO
Do you think children learn L2 faster than L1?	90%	10%
Do you use "English only" in your class?	98%	2%
Do you think L1 interference bothered you in teaching L2?	30%	70%
Do you think social interaction has important role in learning L2?	90%	10%
Do you think similar amount of exposure of L2 and L1 effects L2 acquisition?	40%	60%
Do you think children can be proficient of both (L1 &L2) at the same time?	80%	20%
Do you think all children learn a second language in the same way?	25%	75%
Do you think imitation helps children learn L2?	50%	50%
Do you think children have any right or wrong concept while developing L2 structures?	2%	98%

4.5. Parents' Responses

Another questionnaire was given to hundred parents. Table. 5 shows the results.

Table 5. Parents' Questionnaire's responses

Parents' Responses towards L2 Acquisition of their Children	Responses	
	L1	L2
Which language do you speak at home?	90%	10%
Which language do your children prefer for doing home work?	5%	95%
Which language do your children use to speak at home before going to school?	99%	1%
Which language children speak at home now (after starting school)?	25%	75%

Results of questionnaire filled by the parents show that children prefer doing work of L2. They found homework of L2 easier than L1. This preference for L2 shows that they have owned L2 and this attachment leads to effective learning of L2. The present study shows that students not only learn L2 more quickly rather they make their younger ones learn L2 even they are not school going. Perhaps they also started enjoying L2. Therefore, this interesting phenomenon confirms that exposure to two languages does not impede L2 acquisition. During classroom observation, it was noticed that children were uttering L2 words more easily and quickly but on the other hand, they were hesitated in pronouncing words of L1. This phenomenon is carried out with them up to higher classes as L1 (Urdu) remains compulsory subject with them but they carry it as an unwanted thing. Children at the age of 4-6 usually do not have much vocabulary. This was time to develop their L2 vocabulary; they listened to words from others, observed things, and were exposed to L2.

4.6. Parents' Interviews

Three parents were interviewed on early learners' progress in L2. Almost all of them were satisfied with their children' progress in L2, rather two parents were surprised to see their children' performance in L2. So, it is obvious that speaking mother tongue at home does not hamper child learning of L2. Parents revealed that their younger babies (3 to 5years old) not going to school also started speaking L2 by listening to their siblings who were school going, even they were not having as much exposure as the other children had at school. Children at home start learning English from their siblings, as babies are attracted towards new things, they learn unconsciously regardless of hesitation to commit mistakes.

Now, parents' answers are summarized below:

4.6.1. Parent 1

We have three babies whose L1 was Urdu before leaving for England for immigration purpose. They were too young to start school at that stage. In England, they started speaking English when they began school. After a short while, the two eldest children stopped speaking their L1. They would listen in L1 but answer in L2. Their youngest sister also acquired L2 from her siblings gradually. With the passage of time, all three children gave up using their L1. We were worried when we were due to travel to our native country because our children socially and academically were in need of their L1 i.e Urdu. For that matter, we decided to send our children to neighbors' house to refresh L1. Surprisingly, neighbors' children started speaking English under the influence of our children instead our children would use and improve their L1. Consequently, our children took a longer time to acquire their L1 than L2.

4.6.2. Parent 2

We both are educated and proficient in Urdu and English but we speak Urdu at home. We started speaking English when our child started school. Our child started English thoroughly owing to our deliberate effort to make him proficient in a shorter time. Now, he speaks only English at home. Whenever we travel to our native town, the child understands the countrymen but responds back in English. His younger sister acquired L2 in English speaking environment at home, as we used to speak English with our son. Therefore, our children started speaking English very quickly and gradually stopped speaking their L1.

4.6.3. Parent 3

We were unable to speak English but we wanted our only child to speak English to excel socially. So, we put our child to English medium school. He used to speak some phrases and sentences e.g. "get aside". "come here", "go there" since the beginning of school. Comparatively, he wrote his homework with keen interest, he spoke English with his classmates. Since we did not know, much English so he spoke L1 at home but he answered in English happily if somebody would speak English with him at home. We are happy now that he is equally proficient in L1 and L2.

4.7. Discussion on Parents' Interviews

In the light of the information gathered from parents interviews, it is proved that exposure to L2 is helpful but no longer need of learners at early stage. Children with the full support by their parents acquired L2 but it is worth mentioned that children without parents' support acquired L2 as well. The child who could not avail English speaking environment at home, also started speaking L2 i.e. English. It is very interesting to note that neighbours' children acquired L2 unconsciously under the influence of English speaking children. Learning a language requires a lot of time and effort like other skills daily.

This research shows that children acquire what they see around them. Children are exposed to L2 through variety of techniques. When they enter school, the target language becomes their need and they start losing their mother tongue very early and start acquiring L2.

Now a days in schools, language is taught to the early learners through variety of techniques e.g. through greater variety of colours and interesting learning activities so that

children would feel happier and more confident in learning L2. The study shows that almost all children learn L2 by using it over a period with no formal instructions.

5. Classroom implications

5.1. Exposure of L2

When we talk about early learners we always prefer “English only” approach, teacher should not use the L1 to elicit English responses, and teacher should use objects and actions instead. It enhances the target language exposure. However, children’s mother language should not be refused. If the teacher is professional, s/he can make students learning as fast as possible. The exposure comes to the students in a very natural way that they do not find it artificial and learning takes place without any hindrance. It must be confirmed that the surrounding in which you introduce language to learners is nurturing whether it is a school, early childhood programme or home (Tabors, 2008).

5.2. Modern teaching techniques

In many schools which are considered best schools in country like Pakistan, modern teaching techniques have been adopted which are very useful and it has made teaching learning a fun. In modern teaching techniques, English is not imposed on the learners rather it is taught while playing an activity. For example, colour days are observed to make children learn the names of colours in L2, field trips are arranged to fulfill children’s need to investigate nature through which they learn L2, regular music periods help them learning L2 rhymes and songs without any trouble.

5.3. Role of a Teacher

In effective learning, role of a teacher is to be a facilitator. Traditional monster teacher who used to be the authority in classroom is no more acceptable. Now the teacher’s role is friendlier, more helpful. Trusting relationship between the learner and the teacher is key to success.

5.4. Teacher’s Personality

The teacher should be pleasant and sweet natured, s/he should be able to understand the children and should have the ability to communicate at the level of children. S/he should be very friendly, so children should feel free to discuss and communicate. S/he should not be a terror!

5.5. Seating Arrangement

Seating arrangement is another important factor learning English as a second language. Children are always interested in group activities. Teacher should make them sit in a way that they can easily converse with each other and perform a task as a group. They learn lots of vocabulary from each other in groups. Group seating arrangement is very helpful as students of all kinds are divided into small groups, the atmosphere appears to be homelike for children which is less threatening for them.

5.6. Use of Authentic Material and Teaching Aids

Although young learners learn L2 effortlessly but some kinds of authentic material, appears to be very effective. As we all know, children are attracted by colourful cartoons on newspaper, music and television. These are used in schools to motivate children towards learning

English rhymes and storytelling etc. other teaching aids like soft toys, flash cards, play dough etc. can be used to teach stories and colours' names.

5.7. Number of Students

Number of students should not exceed from twenty five especially there is no assistant to help the subject teacher. Number of students is directly related to the performance. Teacher will only be able to facilitate the language learning/ teaching environment if there is an ideal number of students are placed in classes. Every child needs perfect attention that seems impossible in the presence of so many students.

5.8. Continuous Teachers Training Courses

Short training courses play very important role in refreshing English teaching learning process, during these courses teachers get chance to exchange their experiences, which can be useful for others also.

5.9. Pretend Situations

As we know, children learn language in all the environments. Children have a natural curiosity to investigate what is happening around them, for example when we go to a market, they see the signboards and start reading them. They read the sign boards with great interest. The teacher can create the same inside the classroom for reading and conversation purposes. Children enjoy pretended situation a lot. That is why, they learn a lot by participating in them.

5.10. Fluency-focused Atmosphere

In classroom, encourage children to communicate with whatever language they feel at ease, focus should be on fluency, not correctness but give them a wide range of English vocabulary in a non-threatening way. Teacher should keep the corrections to the minimum as children like adults, have some problems in mastering integrated skills but children should be encouraged to repeat an utterance to acquire a standard and understandable pronunciation.

5.11. Lesson Planning

Lesson planning is very important. The teacher should keep in mind the contents to be taught. If the textbook lessons are not activity based, teacher should be able to convert the lessons into an interactive class. Everything should be mentioned in the lesson plan.. An activity-based lesson plan focuses on the activity to teach the language. Lesson plan should contain the answers of questions like, "How is a task performed in a group?", "What is the estimated time for the activity?", "Which words and sentences will be introduced?" etc. Lesson plan should appear to be a complete guide for the teacher. A very important thing about the lesson plan is that management should evaluate lesson plans of all the teachers and the best one should be followed for all the sections of a class.

It is hoped that these findings will help make more people acknowledge the facts about early learners L2 learning and stimulate further study in this field.

6. Conclusion

Throughout the research, it was considered that language acquisition was not a competitive sport either. Learners were competing only with themselves on their own terms. The research

validates that with little effort we can make children learn L2 very quickly. Children at the age 4-6 are less rigid towards learning new language. With modern teaching techniques, children enjoy learning L1 and L2. They get more exposure of L2 as they enter school so they enjoy learning L2 than L1. So policy makers and educationists in countries where English is not taught at grass root level should start it at early age and consider following recommendations to improve L2 teaching/learning process.

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