

The Appropriate Age to Introduce English as a second Language in Libyan Public Schools and its Linguistic and Cultural effect: Teachers' Perspectives

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Abstract

This research paper aims to explore Libyan teachers' perceptions of introducing English language at an early age in Libyan public schools. It touches on some issues related to upon which school stage English is best introduced, what benefits that Libyan students might gain and what impacts teaching English at an early stage might have on student' first language and culture. To deal with these issues, a quantitative tool: a questionnaire was used to collect data. It was distributed to 64 Libyan teachers who were in service at the Department of English in the Faculty of Arts, Misurata University. After analyzing the collected data, the findings revealed that English is better introduced at an early stage in Libyan public schools because this will have positive effects on their academic future. Furthermore, the results showed that introducing English at an early school stage will not negatively affect the students' first language, culture and identity. Instead it will promote them to evolve their personal and cultural skills and make them more open-minded and flexible when dealing with people of different cultures and countries.

Keywords: teaching EFL, language acquisition, early stage, linguistic and cultural effect

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1. Introduction

English has been increasingly a lingua franca which is spoken in numerous countries around the globe. It has also been taught as a second and a foreign language at schools and universities and in many cases, it became an essential requirement to apply for a job or university studies. Consequently, there has been a need to be a part of curricula introduced at early stages of education career. However, the appropriate age to present English language is still an issue of debate among researchers. As in previous studies, this issue has been investigated by many researchers, such as Krashen (2019, 2013), Victorian and Murphy (2014), Lenneberg (2001), Lambelet and Berthele (2015), Hakuta and Diaz (2016), Cummins (2014), Ellis (2015). Krashen (2019, 2013) and Lenneberg (2001) did not only studied the appropriate age to introduce another language as a second or a foreign language, but they also proposed

theories which explained the influence of critical period on a human being's ability to acquire skills needed for language acquisition. Similarly, some theorists such as Cummins (2014) and Victorian and Murphy (2014) were concerned with the effect that learning of a second or a foreign language have on the learners' first language and how their language proficiency level in their first language might determine their development when learning another language. While others argue that learning another language might affect the learners' culture and identity such as Ellis (2015), Giroux (2017), Cooke (2008), Day (2013), Phillipson (2003), and Freudenstein (2000),

All issues discussed by the above studies and researches appear to be similar to what the current study tend to investigate. English is a foreign language in Libya and recently it has been taught as a part of the curricula presented at early school stages. However, the issue of presenting it at early school stages is still debatable. Various views and perceptions have emerged from different parties: teachers, parents, stakeholders and even the students' themselves. For this reason, this study was conducted to investigate Libyan teachers' perceptions of introducing English at an early age. The teachers included in this study work at the Department of English in the Faculty of Arts, Misurata university and have previous experiences as English language teachers at Libyan public schools.

1.1 Research questions

The current study is conducted to seek answers for the following questions:

1. What is the appropriate age of learning a second language?
2. Which school stage is best to start introducing English in Libyan public schools?
3. What effects does teaching English at an early school stage might have on the students' first language and culture?

1.2 Significance of the study

This study can be significant for:

1. Responsibles at the Ministry of Education to be certain of the suitable stage to introduce English in Libyan public schools.
2. Syllabus designers who work on developing English language curricula in public schools.
3. Teachers to be prepared for more motivating and stimulating teaching strategies that encourage young students to learn English.
4. Research as a reference for future studies which might be conducted in this field.

2. Literature review

Learning English, without denying the importance of our Arabic language, is of a great importance for the transmission of knowledge, technological sciences and culture from other nations. It is unarguable that English is the dominating language in most of the modern-day scientific fields as medicine, engineering, technology and modern science which are taught in English. Therefore, today's challenges impose the learning of this language which allows us retrieve information from its original sources and benefit from foreign literary and scientific works. It is the language, more than anything else, which builds bridges between us and the culture, values and lifestyle of the civilized world so we can learn from them how to develop our educational system, achieve prosperity, and keep pace with the challenges of our time.

Regarding education, it is notable that parents give special importance to teaching their children English language and admitting them to private English courses during the summer holiday. Some wealthy families send their children abroad to study in

English-speaking countries, which is incredibly expensive and costly. Moreover, parents who can afford the costs of private schools usually choose these schools because English is taught from the first grade or even the preschool stage. Therefore, introducing English from the first grade at public schools will provide all segments of society with the opportunity of learning English regardless of their financial status, consequently, this creates a sense of equality to different types of segments in the society.

A lot of linguists call for the importance of starting teaching English as a second or a foreign language from the primary school (at an early stage), supporting their position that any language is easier to learn and master at an early stage comparing it with the natural acquisition of the first language. Consequently, there is a need to demonstrate how children acquire their first language.

2.1 Child Language Acquisition (CLA)

Among the most popular and influential theories explaining language acquisition, it is believed that there are three schools of thoughts that have drawn the attention in this field which I concisely will provide their basic concepts. These schools are: the behaviourist theory, the innatist theory, and Krashen's five hypotheses.

2.1.1 The Behaviourist Theory

Skinner (2021), a famous behaviourist, developed a new language learning theory in his book *Verbal Behaviour* which was first published on 1957. He mentioned that language is not a mental process; rather, it is merely a behaviour similar to any other human behaviour. Behaviorists believed that children are born with blank minds in which they store and imitate the language they hear around them. They believed that all the words and sounds which children imitate become associated with certain meanings in their minds. After that, children gain the ability to structure these sounds and words.

Thereby, children are believed to acquire language by imitating the sounds and patterns they hear around them and they get corrected by adults until they master the language. In other words, behaviourists believe that language is acquired by forming accepted habits through continuous imitation and correction (Littlewood, 2000).

Contrariwise, Cook (2009), a prominent critic of the behaviourist theory, criticized it for the fact that imitation is not useful for learners as they need to create many novel sentences which they did not hear before.

2.1.2 The Innatist Theory

This theory was first proposed by Noam Chomsky who viewed language as an innate ability that humans are born with rather than a verbal behavior. It was supported by the fact that children can produce novel utterances which they have never heard before. This innate ability is called Language Acquisition Device (LAD). The LAD is believed to contain all principles which are universal to all human languages and all the child needs is access to only samples of any language in order to become capable of using this language. Since the Language Acquisition Device consists of all universal principles which are common to all languages, Chomsky changed its name into Universal Grammar (UG) (Chomsky, 2010).

According to Addamigh (2010), the innatist theory confirms that the human mind controls the complex systems of the language through an innate device (Innate Part) in the brain which recognizes the linguistic system from the linguistic input since birth and helps the child produces an infinite number of sentences controlled by the surrounding linguistic structures. The role of this device is not restricted only to acquiring the mother tongue; it is also effective for children learning a second or a foreign language. One of the linguistic models proposed by this theory in 1965 is the

Transformational Generative Grammar (TGG) by Noam Chomsky. TGG holds the view that language is derived from thoughts in the mind which are the source or core of linguistic production, and then the speaker, who has the innate ability, generates language based on structured rules in his mind. This innate ability allows the speaker to produce and comprehend an infinite number of creative linguistic forms, which explains the ability of the mind to produce and comprehend an infinite number of sentences. This generative aspect is the main reason why linguists are interested in this linguistic trend as it distinguishes this linguistic school from the other modern schools and makes it more logical. (Addamigh, 2010)

The innatist theory could be the most plausible for explaining the process of language acquisition despite the emergence of other new theories.

2.1.3 Krashen's Five Hypotheses

Krashen (2019) explained five hypotheses in his proposal of a multi-aspect explanation for language acquisition including both mental and environmental aspects. According to his view, second language acquisition can be explained along with the following hypotheses:

- The acquisition-learning hypothesis

According to this hypothesis, there are two ways for a second language acquisition: it may be “acquired” or “learnt”. Krashen gives advantages of acquisition on the behalf of learning. He believes that acquisition occurs unconsciously, in much the same way that children pick up their first language, whereas learning occurs consciously with paying attention to form and grammar.

- The monitor hypothesis

This hypothesis suggests that fluency in second language is a result of acquisition and that the learning system serves as a monitor that edits and corrects the outputs of the acquired system. This monitoring process takes place before, during or after the linguistic production.

- The natural order hypothesis

This hypothesis views language acquisition as a predictable process that happens in a predictable order. It states that there is a similarity between the acquisition of the mother tongue and the second language. In the light of the suitable age for starting teaching foreign languages at public schools. This hypothesis explains the similarity between the errors made by second languages learners and those made by children acquiring their mother tongue.

- The input hypothesis

According to this hypothesis, the input that language learners receive must be extensive, meaningful and customized for their needs as they cannot acquire the language without being able to understand the meaning of the input. The input, however, must be simplified in order to be effective for learners.

- The affective filter hypothesis

Krashen (2019) indicated that there are a number of factors that can facilitate or hinder the process of language learning. These factors include motives, self-esteem, and stress. The negative emotional status that a learner may experience, such as stress, anxiety, and lack of motivation or confidence, can be a barrier that prevents learners from receiving active input. Therefore, the higher the level of stress or any other variable is, the less the learner can acquire the language. On the contrast, the lower the level of stress is, the more successful acquisition of second language occurs, whether this stress is a result of personal or environmental reasons.

2.2 The proper age and the critical period

Lenneberg (2001) stated that there is a critical period of time in which human beings are fully prepared to acquire specific skills if presented with adequate stimuli, afterwards learning these skills becomes much more difficult if not impossible. Furthermore, Lenneberg (2001) claimed that in order for children to acquire the language, they must be presented with linguistic stimuli during a time period ending around 12 years of age, otherwise, they will never achieve a full command of language. Lenneberg supported his claims with the evidence of "wild children", also known as "feral children", who lived isolated and were deprived of human contact from a very young age. Studies proved that it is impossible to teach language to these children after the critical period for acquiring the language is over.

Chomsky and the innatists agreed with Lenneberg about the existence of this critical period, however, the age at which this period ends remains controversial. Some scholars believed that it ends around the age of 7 years while others have drawn the cutoff point at 11 or 12 years of age or at the age of puberty. On the other hand, some scholars are not in favor of identifying a specific age, rather, they state that the critical period ends at some point between the age of seven years and before puberty. The innatists, therefore, believed that the language acquisition device "LAD" does not remain active and ready to acquire language if it does not get linguistically stimulated before the end of the critical period. Many linguists tend to believe that the younger the learner is, the better and faster the language learning process is, claiming that the mind of the young learner outperforms the mind of the older one (krashen, 2019, 2013). Moreover, Lambelet and Berthele (2015), confirmed that the young age is the best age for long-term language learning.

Oyama (2006) claimed that even if adults managed to learn a second language successfully and accurately, their pronunciation and the quality of their linguistic structures cannot match the quality of language of those learning it from a younger age. Hakuta and Diaz (2016) concluded that even if learning a second language is not subject to the critical period hypothesis, it is widely noticed that the ability to learn a second language starts to decline as the learner gets older. In this regard, Pinter (2006) supposed that the existence of the critical period in language learning demonstrates the extent to which age affects foreign languages learning; young learners have the ability to acquire a language faster and more effectively while this ability decreases as learners get older.

Scovel (2006) defined the critical period hypothesis as the fact that the best time for learning a language is the first few years of the child's life and that after the individual passes the age of 12 years, it becomes more difficult to learn or acquire a new language. Consequently, from this perspective "the younger is the better" in learning languages. Subsequently, teaching foreign languages at an early stage is gaining more interest recently.

2.3 The linguistic and cultural effect of second language on the first language

In applied linguistics, there are many principles which have been proposed regarding the effect of learning a second language on the mother tongue. In this regard, Cummins (2014) identified the following components of the effect of learning a second language on the mother tongue:

2.3.1 Threshold hypothesis

According to Cummins (2014), it is indicated that the student's level of proficiency in his/her mother tongue is what determines whether the student will face

any difficulties or reap any benefits from learning the second language. In other words, in order to gain benefits from learning a second language, the learner must reach a certain level of proficiency in his/her first language. However, full proficiency in the mother tongue is not required to achieve, rather, a certain minimum 'threshold' level of proficiency must be reached in the first language which means that the learner is on the path of learning his first language successfully. Victorian and Murphy (2014) stated that normally children achieve full control over the structures of their mother tongue at the age of 4 and by the age of 5, their lexical skills become fully developed. If children were taught a second language before reaching the threshold and were not using their first language actively, this would lead to what is called *subtractive bilingualism*, which is the situation when children learn a second language at the expense of their first language which declines gradually until it is completely lost.

In fact, subtractive bilingualism is a rare phenomenon that mostly occurs in the ethnic minorities living in countries where they have to speak in languages other than their native language. For example, children of Mexican immigrants living in the United States of America lack the opportunity to use their native language in the school context as the medium of education is the second language (English). If parents do not encourage the use of the native language at home at least, children will definitely lose their native language over time (Victorian and Murphy, 2014).

Regarding the threshold and language attrition, the case of teaching foreign languages in Libya differs completely from the case of ethnic minorities in other countries. Children in Libyan schools are taught the other subjects in their mother tongue and even English is sometimes taught in Arabic. In addition, Arabic is the language of interaction both at home and school, thus there is no opportunity for subtractive bilingualism to occur even if a second language is taught at a young age.

2.3.2 The developmental interdependence hypothesis

Cummins (2014) indicated that there is a significant relationship between the level of proficiency in the first language and the level of proficiency in the second language. Both the first language and the second language are interdependent; high proficiency in the first language leads to a better learning of the second language and mastering the second language contributes to developing the first language skills. Cummins (2014) clarified that this interdependence and mutual effect occurs through teaching the second language with adequate exposure to the first language and vice versa, leading to *additive bilingualism*: the situation in which the first language continues to be developed while the second language is being learnt, which is the opposite of the previously mentioned subtractive bilingualism.

In this view, starting teaching a second language such as English in primary education in Libya will result an additive bilingualism due to the fact that students would have passed the Arabic language threshold before they start primary school. Another factor contributes to the achievement of additive bilingualism is the fact that Arabic is the medium of education in public schools, which means that students are exposed to Arabic inside and outside the school, since it is spoken at home and street. This continuous exposure to Arabic leads to complementary interdependence at the high levels between the first language and the second language.

2.3.3 Cultural effect of learning foreign languages

Language is the vehicle of culture. When teaching any language, it is impossible to avoid the impact of the lifestyle, way of life, values and attitudes of its speakers. For this reason, culture is regarded as the fifth language skill by language

teaching experts. There are many definitions of culture, one of which is that culture is every vehicle that includes the knowledge, traditions, morals, art and law and other skills and customs that an individual acquires by being a member of a society (Ellis, 2015).

The view of the negative cultural impact of teaching foreign languages remains debatable. Some believe that it has a negative cultural impact and it should be reduced while others think that teaching foreign languages is a necessity. On the other hand, others believe that teaching foreign languages has a positive cultural impact. Those who are against the spread of foreign language teaching believe that cultural dependency is the start of the collapse of the nation's spirit, heritage and culture and a sign of the weakness of its people. In agreement with this view, Giroux (2017) stated that schools are a means of transmitting the culture of the second language taught to their students at all school levels. Cooke (2008) thought that the English language is like a Trojan horse, which enters societies secretly for declared and undeclared purposes. Day (2013) believed that the English language is a threat to other languages that may die as a result to the wide spread and dominance of the English language in what he called a "genocide" of languages. Phillipson (2003) warned of what he called "Linguistic Imperialism", which is the transfer of the language of the powerful and dominant countries to the poor countries.

From another point of view, all of these negative effects do not call for avoiding learning foreign languages, rather, learning foreign languages at the present time is necessary in order to be open to the world, promote cultural contact with different countries and nations, and facilitate economic and scientific development. According to Freudenstein (2000), researchers who are optimistic about the impact of foreign languages, specifically English, believe that the spread of the English language does not promote one culture over the other, but it disseminates a common global culture as English is now the language of the world and not only Britain and America. Freudenstein (2000) added that there are many benefits of learning foreign languages including the opportunity to learn about other cultures which makes an individual more flexible and educated than monolinguals. He noticed that learning a second language makes people more open-minded to other cultures and keeps them away from extremism and violence against other cultures and races. Eventually, this leads to better relationships between nations with different cultures which makes the world a better and safer place to live in.

3. Methodology

3.1 Research Design

The current study uses a quantitative research design to investigate Libyan teachers' perceptions of teaching English language at an early stage. It employs a quantitative data collection instrument: a questionnaire.

3.2 Setting and Participants

The participants in this study are (64) EFL Libyan teachers. They are in-service at the Department of English in the Faculty of Arts, Misurata university during the academic year (2023) males and Females and their teaching experience ranges from 3 to 15 years. These teachers are used to teach English at public schools before become university staff members.

3.3 Research Instrument

As the current study is quantitative, a questionnaire is used to collect data. The questionnaire consists of three parts. The first part is a multiple-choice question in which the teachers are required to tick the appropriate alternative that matches their opinion. The second part is a closed ended question which consists of ten items. Each item has three responses on a continuum from agree to disagree. The last part of the questionnaire is devoted to allowing the participants the opportunity to provide any comments about the topic.

4. Data Analysis and Study Findings

After designing it, the questionnaire was distributed to the participants by means of Google Forms which collects responses automatically and analyzing them. To begin with the first question which investigates Libyan teachers' perception to the appropriate age for introducing a foreign language (English), figure 1 shows that 84% of the respondents agreed that a foreign language is better introduced at 1st grade of school.

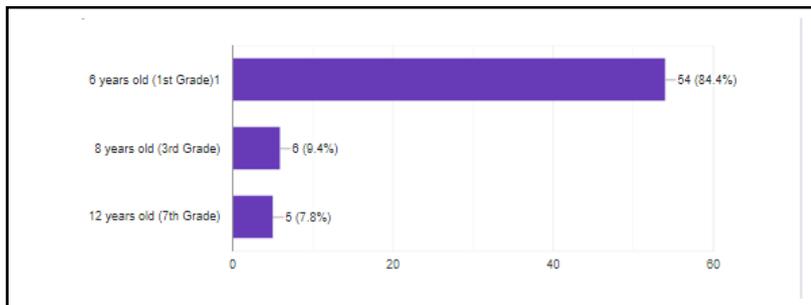


Figure (1): appropriate age to introduce a foreign language

The next set of questionnaire questions is concerned with the teachers' opinions of the advantages and disadvantages of introducing English at an early stage in public schools in Misurata. 39% of the participants did not agree with the statement that the learners' language proficiency level in their L1 determines their achievement in the second or foreign language (see figure 2).

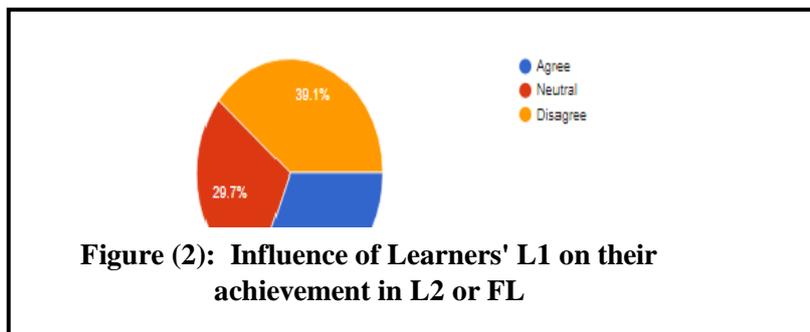


Figure (2): Influence of Learners' L1 on their achievement in L2 or FL

Nearly three thirds of the respondents expressed disagreement with the statement that It is difficult for young learners to cope with two languages at an early stage. However, negligible number of the respondents, 11% expressed a positive attitude towards this statement (see figure 3).

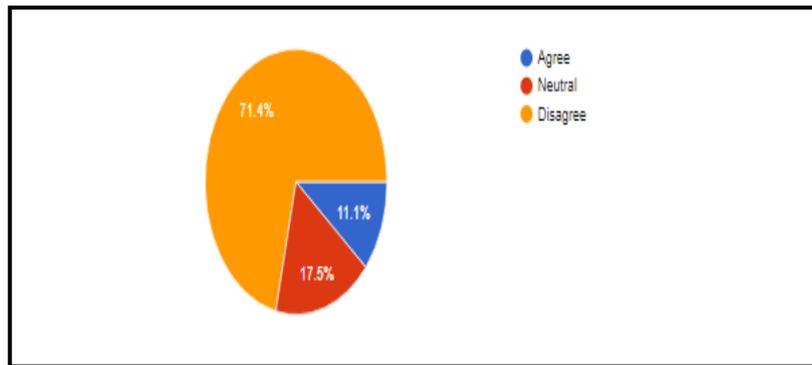


Figure (3): Young learners' ability to cope with two languages at early age

In item 3, more than half of the participants disagreed that teaching English at an early stage might result in a loss of L1 or FL, i.e Subtractive Bilingualism.

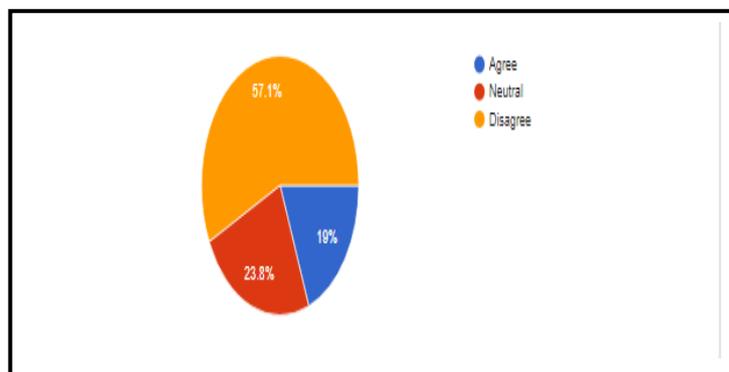


Figure (4): possibility of Subtractive Bilingualism when learning a foreign language at an early stage

Figure(4):teaching English at an early stage might result in a loss of L1

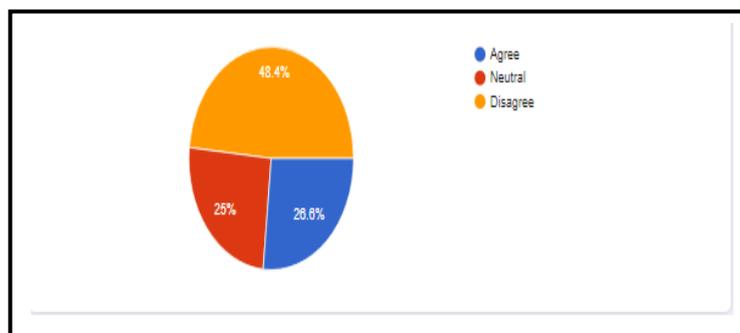


Figure (5): learning two languages simultaneously at an early stage can result in linguistic and emotional confusion on the student's part

The responses to item 5 indicates that 48% of the respondents expressed negative perception of the statement that learning two languages simultaneously at an early stage can result in linguistic and emotional confusion on the student's part (see figure 5). Nevertheless, approximately an equal number of the respondents tended to hold positive attitude about this statement.

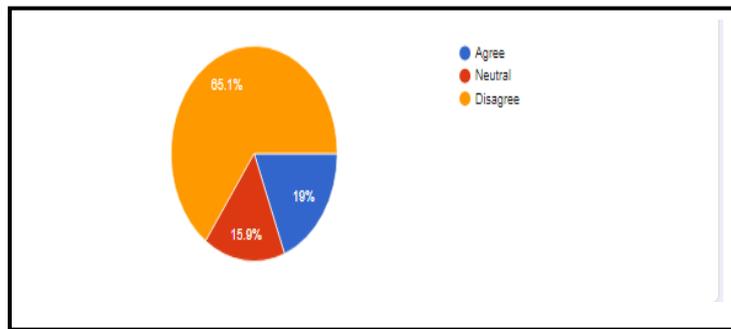


Figure (6): Learning English at an early stage may inhibit mother tongue development

When analyzing the data provided for item 6 in the questionnaire, it is found that about two thirds, i.e. 65% of the respondents did not feel that learning English at an early stage may inhibit mother tongue development.

Among 64 respondents who completed the questionnaire, 37 teachers thought that teaching English at an early stage might not threaten the learners' identity (see figure 7).

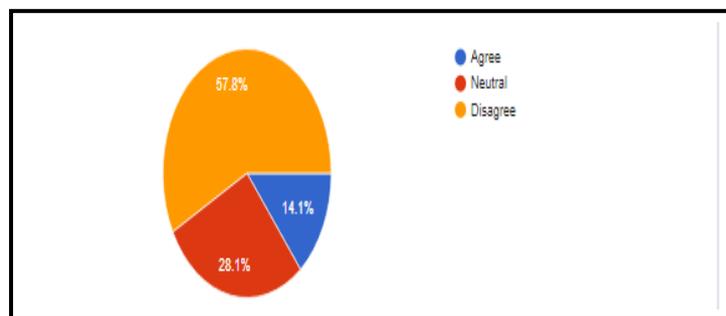


Figure (7): Teaching English at early stages might threaten the learners' identity.

Item 8 in the questionnaire is to explore the respondent's viewpoint to the influence of the newly learnt language culture on the learners' own culture. While 40% of the respondents expressed neutral opinion, 32% of them disagreed with this statement and 26% agreed.

Majority of the respondents, i.e 85% felt agreeing that teaching foreign language at an early stage might make learners more open-minded to other cultures while less than quarter of the respondents expressed neutral attitude towards this (see figure 8) for more illustration.

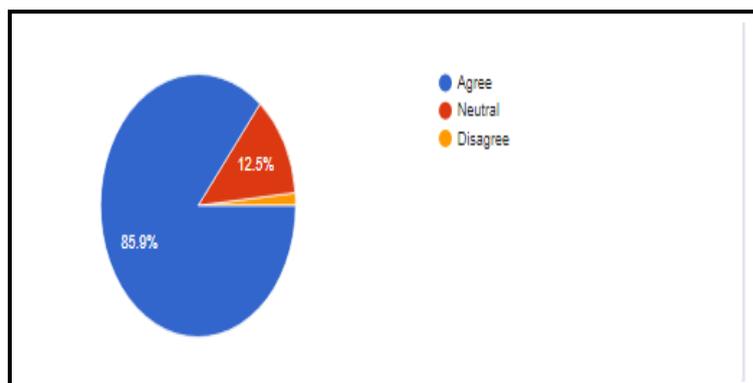


Figure (8): Teaching English at an early stage might make the learners' more open-minded

When analyzing the responses provided by the respondents for item 9 which is designed to explore their perceptions of whether teaching English can be helpful for students to develop personal and cultural skills, vast majority of them, 85% agreed with this. However, 14% held a neutral position. The last item in this set of questions is about the influence of bilingualism on the learner's abilities in relation to their academic success. 56 out of the total number of the respondents agreed that bilingualism may have a positive role in the students' academic career.

As it has been mentioned, the last part of the questionnaire is used to provide the respondents with a space to write additional comments concerning the study issue. Large number of the respondents in this section tended to hold supportive attitude on the concept of teaching English at an early stage, for instance one respondent mentioned, "... *teaching English in early ages will have positive effects in terms of accepting others views, opinions and cultures and additionally, it may have positive effects on developing the students' L1*". Another respondent stated, "*I do not believe that learning English at early stages would result in losing their L1, which students are exposed to in other school subjects and in their daily lives*". Furthermore, one respondent stated, "*From my point of view, I highly recommend teaching English at early stages*".

However, the respondents pointed out that students' ability and accomplishment in a foreign language at an early stage of school is determined by the teacher's competency and mastery of the target language besides the teaching techniques that s/he applying inside the classroom.

5. Discussion of the findings

The findings of the study in relation to the Libyan teachers' perceptions of introducing English at an early age revealed that Libyan teachers at the Department of English, Faculty of Arts, Misurata university reckon that it is beneficial, which goes in line with Scovel's (2006) statement that the best time for learning a language is the first few years of the child's life and it can have numerous advantages.

Another finding in this study is that the learners' language proficiency in their L1 does not influence their performance in a second or a foreign language. Such finding does not agree with Cummins' (2014) view that in order to gain benefits from learning a second language, the learner must reach a certain level of proficiency in his or her first language. The results of the study also show that teaching English at an early stage does not lead to a loss of L1 or FL i.e. Subtractive Bilingualism which contrasts Victorian and Murphy's (2014) point of view that if children were taught a second or foreign language before reaching the threshold and were not using their first language actively, this would lead to what is called Subtractive Bilingualism and what is suggested by Threshold Hypothesis in regard to this issue. Furthermore, subtractive bilingualism is a rare phenomenon that mostly occurs in the ethnic minorities living in countries where they have to speak in other languages than their native language which is not the case in Libya where Arabic is the dominant spoken language.

That young learners are able to cope with two languages at an early stage is another result that this study revealed. The findings of the current study also showed that learning English at an early stage does not inhibit the development of the learners' first language. This result is affirmed by Cummins' (2014) when stating that both the first language and the second language are interdependent and that such interdependence and mutual effect occurs through teaching the second language with adequate exposure to the first language and vice versa, leads to additive bilingualism (Cummins, 2014). Teaching English at an early stage does not influence the learners'

identity is another finding that the current study revealed. This finding is asserted by some researchers when stating that, teaching foreign languages has a positive cultural impact.

The study results indicated that newly learnt language culture may not affect the culture of the learners' first language which disagrees with Cooke's (2008) viewpoint when describing English language as a Trojan horse that enters societies secretly for declared and undeclared purposes. What is more the current study's findings do not agree with Day's (2013) belief that English may be a threat to other languages in that it may result in genocide of languages. Although these views tend to convey a negative attitude towards teaching of a foreign language, there are some researchers such as Freudenstein (2000) who believes that learning foreign languages is necessary to be open to the different cultures of the world, promote cultural contact with the world's countries and nations, and facilitate economic, scientific and cultural development of the nation, which in turn it is coherent with the above stated study findings.

Another finding in this study is that teaching a foreign language at early stages might make learners more open-minded to other cultures. This finding concurs with Freudenstein's (2000) statement that learning a second language makes an individual more open-minded to other cultures and keeps them away from extremism and violence against other cultures and races. That learning English can be advantageous and assist language learners improve their personal and cultural skills is a finding which the present study has approved and it goes on line with Freudenstein's (2000) viewpoint that learning foreign languages offers the language learners the chance to build up their personal and cultural skills and reduce their feeling being inflexible and make them monolingual. The last finding in the present study is that bilingualism may have a positive effect on the learners' academic career.

6. Conclusion

Whether to introduce English language at an early age in a foreign context or not has been a controversial issue. In this regard, there are many research papers which discussed this topic among which this paper aims to investigate the Libyan teachers' perceptions of teaching English at an early stage in public schools. Therefore, to accomplish this aim, the researcher used a questionnaire to collect data from the respondents and after analyzing the data, the findings of the study revealed that English is better be taught at an early stage in Libyan public schools. Furthermore, English is better introduced at early school stages before puberty age to avoid difficulties which language learners might come across if they learn English after age 12.

The study also stated that teaching English at an early stage in Libyan public schools does not result in a loss of the learners' first language or prevent development of their mother tongue because young Libyan language learners have the ability to cope with two languages, and Arabic language is still dominant and spoken in the environment where they live. Presenting another language at Libyan public schools will not have a negative effect on the Libyan learners' culture or identity. Conversely, it will make them more flexible and open-minded to the cultures of other countries and reduce their feelings about concepts such as racism and violence against speakers of other languages. Additionally, learning English at an early stage will assist Libyan learners develop their personal and cultural skills which in turn will have a fruitful impact on their success in their academic studies career opportunities in the future.

To sum up, the current study approves that the advantages of introducing English at an early age outweigh its disadvantages.

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