



SNAP TO READ

THE EFFECT OF AGE IN ENGLISH LANGUAGE TEACHING: IS IT TRUE?

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Abstract:

It is believed that age become the important factor to language acquisition. Learners with the age under the puberty or in the critical period can learn the language faster than adult. However, this case is not completely true. I have an opinion that learning the language in the younger age does not guarantee that they can succeed to be language learners. Many facts and researches found that the older is better in learning the language. This could be another factor affecting the language acquisition. Motivation is the most important key to acquire the language. It does not matter whether they learn in younger age or in older age. As long as they have motivation to learn, they will be successfull in acquiring the language. Therefore, English teachers have to create an effective and innovative in teaching and learning process in order to enhance the learners' motivation.

Keywords: *critical period hypothesis, motivation, language acquisition.*

There has been a trend to teach English as a foreign language at the early 1990's for younger learners (elementary school level). The 1994 Curriculum of elementary school included the teaching of English as a local-content subject, which may taught from the 4th – 6th grade (Fachrurrazy, 2014, p.41). From the time when this policy has been declared and done in the elementary school, it brings the big impact into the teaching of English at

the earlier age. Most of the elementary schools start to teach English from the first grade. Moreover, the teaching of English as a foreign language is taught in the playgroup and kindergarten. In addition, some courses also offer the teaching of English for the younger learners with some interesting packages. Those become one of the reasons, why so many children start to learn English in the earlier age.

The main purpose to introduce English at an earlier age is to improve the quality of output and input provision (Huda, 1999; Sutarsyah 2004 cited in Sujana, 2011). Age is one of the important factors in learning the language. Learning the language will gain the perfection that began at the age before puberty because at this age the brain has a high degree of elasticity that enables a person to learn the language more quickly (Lennerberg in Sujana, 2001; Kharsen in Sutarsyah, 2004 cited in Sujana, 2011). Besides, learning the language at the younger age can be more succeed because the children do not feel shy or afraid to make mistakes than the adult learners. That is why the government declared the policy in 1994 Curriculum to include English in the elementary school.

Today, many parents send their children to learn English at the earlier age. They believe that it can make their children more clever and fluent in acquiring second/ foreign languages. They want their children to be like a native. According to Lightbown & Spada (2001, p.73) said that many people who never heard about the critical period hypothesis believe that teaching second/ foreign languages in the school is better to start at the younger age. This statement is in line with the fact that most parents send their children to learn second/ foreign languages at younger age while they do not even know what the critical period hypotheses is. However, both experience and research show that older learners can achieve high level of proficiency in their second/ foreign language.

English is not only as a medium of International communication but it also has other functions. Enever and Moon (2009, p.6) stated that English has social and economic benefits, the parents believe that ability to speak English

can enhance the social status, easy to get job and as symbol of a better life. It is a true phenomenon that English can improve the social and economic status. Therefore, there is no surprise that even though the government has changed the policy to reduce English in 2013 Curriculum, there are more parents who want their children to learn English at the earlier age.

CRITICAL PERIOD HYPOTHESES

Chomsky's ideas in Critical Period Hypotheses (CPH) - the hypotheses that animals, including human, are genetically programmed to acquire certain kinds of knowledge and skill at specific times in life. In relation between CPH and language, the CPH suggests that children who are not given access to language of infancy and early childhood (because of deafness or extreme isolation) will never acquire language if these deprivations go on for so long (Lightbown & Spada, 2001, p.17). The evidence to support CPH showed that an isolated and neglected thirteen years old girl was undeveloped physically, emotionally, and intellectually. She had no language. Then after she was educated nevertheless, after five years of exposure to language, her language was not like that of a typical of five-year old. There was a larger than normal gap between comprehension and production. She used grammatical form inconsistently and overused formulaic and routine speech (Lightbown & Spada, 2001, p.18).

One of the important factors in second language acquisition is age. There is no doubt that the learners can acquire the language effectively in the critical period. The Critical Period Hypothesis is that there is a time in human development when the brain is predisposed for success in language learning (Lightbown & Spada, 2001, p.68). The development of acquiring the language is very fast at the age from 0-12 years old. It is the time when the human brain affect the success in language learning. Children acquiring second languages in natural environments are more likely to eventually sound like native speaker than adults are (Dullay et al,1982, p.78). But, this is still be a controversial issues that the age does not give the most influenced

factor in acquiring the language. Some people believe that motivation can make the better succeed in language acquisition. Even though, English is taught in the primary school and they have been learned it from elementary to high school, they cannot speak English. They have learned English for many years but Indonesian learners still have difficulty in acquiring the target language. So, it is not a matter anymore on what age should the second/ foreign language are learned.

In curriculum 2013 the government has reduced English from elementary to high school. This policy becomes controversial issue among the English teachers and also the educational scholars. Most parents also do not agree if English is reduced at school. Both parents and English teachers still believe that students have to master foreign language at earlier stage. Because they think that English is very important in communication to the global era. They are panic because they do not know or have enough information and knowledge about the development of language acquisition. By this article, I would like to say that they should not worry about it. I would like to explain the most important factors affecting the proficiency of language mastery and hopefully they will understand more about language acquisition.

CHARACTERISTIC OF YOUNG LEARNERS THAT CAN CAUSE PROBLEMS IN LEARNING FOREIGN/ SECOND LANGUAGE.

Pushing the children to learn foreign/ second language could make the obstruction to the teaching and learning process in acquiring the target language. This problem can appear because the young learners have some characteristics. Based on Paradowski (2008) their characteristic can be stated as follows:

1. Involuntary Attention

Children do not have attention to the language system. They have involuntary attention and memory, which means that their mind will be engaged with the semantics (the meaning of the word)—the task, topic, or situation—but will not focus on the linguistic code.

If they manage to acquire the form, it will be achieved indirectly, through *peripheral* rather than *focal* attention. So, the young learners will not be able to learn grammatical features such as past tense –ed, progressive –ing, plural –s, and etc. While children acquire their L1 (first language) when they are provided with strong, varied input and an opportunity for interaction, in order to master an L2 (second language) it is necessary to learn it consciously, especially when it is a foreign language (like English in Poland). Post-pubescent Foreign Language learners “have a conscious intention to learn the language, in contrast to young children learning their L1” (Zalewski, 1995, p.27 cited in Paradowski). Unlike children, older L2 learners, particularly adults, have the mental capacity to focus on purely formal linguistic features and engage in ‘planned language use’ by paying deliberate attention to the language forms they choose.

It can be inferred that teaching foreign language to young learners should be taught in informal situations not in formal institutions. And we should support the children with strong exposure. Because they just follow what people said around them but they cannot construct grammatical features or language forms. While adult learners are able to learn in formal institutions because they have developed mental capacity, they are able to construct grammatical features. They learn the language by intentionally studying linguistic rules and applying them in production.

2. Limited attention

Children have a short attention and concentration span, while learning grammar is more like an exact science – it requires concentration. Moreover, children tend to focus their attention on the end of words and add suffixes and postpositions before they notice the existence of and begin using prefixes and prepositions. Thus the teacher has to wait before affixes and prepositions can be taught successfully.

3. Holistic skill

The young learners do not break the words into chunks but they learn it as an overall system which is united with other skills. Even though children may be able to look at language as a separate object for exploration and to distinguish certain parts of it while disregarding others (Chaudron 1983; Karmiloff-Smith 1986, 1992 cited in Paradowski), their approach to language is nevertheless holistic – they do not analyze it or break phrases into chunks, but treat and learn it formulaically, integrated with other skills, and there is a clear developmental gap between their ability to use the L1 and their metalinguistic awareness (Karmiloff-Smith, 1979 cited in Paradowski).

4. Inability to Observe Regularities and Casual Relations

Children's capacity for a conscious learning of forms and grammatical patterns is still relatively undeveloped; it is only gradually that they become able to generalize and systematize. Without the ability to infer and generate grammar rules, and to identify causal relations between various occurrences, they require constant repetition. What additionally matters for the Language Interface Model is that Young Learners are neither cognitively nor psychologically mature to make comparisons between the L1 and the TL, which is why grammatical explanations involving cross-linguistic associations are believed to be more beneficial for the adult learner (Titone & Danesi, 1985 cited in Paradowski).

5. Undeveloped problem-solving skills

Problem-solving denotes the diagnosis of what element is missing in the initial set of information (problem space), where the solution must be generated by the subject rather than found among the data available (Dakowska, 2005, p.133 cited in Paradowski). It would be unwise to posit this very demanding form of reasoning in young children, and yet this is what is necessary for hypothesis formation and testing, as well as for deduction and induction activities.

6. Weak memory

Furthermore, children cannot control what they are taught. The storage and recall of young learner is not complete yet. Memory consists of three phases: registering, storing (based on repetition, which may be passive) and recalling (based on active repetition). In order to be able to say that we have learnt a given item successfully, all three stages must be available (actually, the learners who progress most rapidly may be adolescents, as they may have better memories than adults).

7. Limited experience

Children were born as “blank slate” beginning their live morally neutral. Their mind is like blank paper. They do not have any knowledge or experience. Children have limited life and learning experience. Adults, in comparison, do not enter the Foreign Language classroom as virgin *tabulae rasae* or blank slate, but bring in a wealth of background knowledge and a long history of learning experiences on which the teacher can effectively take advantage to facilitate their learning; especially as they are all already masters of one language, frequently having the additional invaluable experience of learning another (Pratt-Johnson, 2006, p.14 in Paradowski).

8. Hic-et-nunc reasoning

Children’s reasoning is concrete. We can only teach to them what we can present or demonstrate. Abstract reasoning is tied to biological growth and does not develop until between 11 and 14 years of age, which is why abstract grammatical notions and patterns are beyond children’s grasp. Abstract grammar and patterns are difficult to learn for them. Therefore, we should teach the children with concrete vocabularies which can be seen, felt and touched.

9. Undeveloped aptitude

Language learning aptitude—a cluster of the specific cognitive qualities necessary for SLA. Four major components of aptitude can be identified, nearly all reliant on the learner’s developing maturity (cf. Carroll

& Sappon 1959; Stern 1983; Dörnyei 2005 cited in Paradowski):

- a. Phonetic coding ability– the auditory capacity to perceive, discriminate, memorize, and articulate the meaningful sounds (phonemes) of a language.
- b. Grammatical sensitivity– “the individual’s ability to demonstrate awareness of the syntactic patterning of sentences in a language” (Carroll & Sappon, 1959, p.7 cited in Paradowski), of the functions and patterning of forms, and to establish correspondence between graphemic and phonemic representations.
- c. Rote learning ability, to store and recall language material and establish and retain associations between sound and meaning.
- d. Inductive (language learning) ability– the ability to infer and notice both morphosyntactic and semantic regularities of the language, to identify similarities and differences, and patterns of relationship involving meaning and form.

Those aptitudes appear to be age-related and develop along with the general ability for abstract thinking which is found in adult learners. Their aptitude has developed and they can manage all the language form and meaning. Whereas children’s aptitude do not developed yet, therefore they cannot learn any abstract vocabularies, grammatical patterns and language features.

10. Mechanical memory

Children are quick to learn words but slower to learn structure and complex phrases. While vocabulary is based on mechanical, short-term memory for rhyme and rhythm, which need frequent exposure and repetition and grammar is based on logical, long-term memory – a memory for patterns, which develops very slowly (between around 11 and 14 years of age, in conjunction with abstract thinking tied to biological development) and does not reach full competence until around puberty (except dyslexic children, whose semantic memory comes first, but the mechanical one must be trained). Learners under the age of 12-13 can ably repeat and memorize long words

and expressions, but are not able to analyze them as logical memory is not well developed yet.

11. Lower order processing

Walsh and Diller (1981 cited in Paradowski) distinguish two broad types of functioning of the left cerebral hemisphere. Lower-order functioning, associated with Wernicke's and Broca's areas (responsible for the understanding and production of speech respectively, also known as posterior and anterior speech cortices), involves basic syntactic processing and the motor operations employed in speaking and writing. Higher-order functioning, associated with a different area of the cerebral cortex, involves semantic processing and verbal recognition. Walsh and Diller suggest that while younger learners rely primarily on lower-order processing, which is a function of early maturing, higher-order processing is contingent upon late developing neural circuitry and is therefore available for use only in older learners.

12. Undeveloped interactional skills

It is also believable that, as Krashen (1982 cited in Paradowski) speculates, inasmuch as older learners are likely to be more involved in sustaining a conversation, they will progress more quickly than younger ones. (After all, few children show fascination with the meaning expressed through the exhaling noises produced by another person, while long debates of intellectual and other nature form our daily bread).

13. Motivation

Real motivation comes from within each individual (Harmer, 1998, p.8 cited in Paradowski), young learners rarely have clear motivation; they may come to class simply taking it for granted, or because they like the teacher. They will all at once be less able to assume responsibility for their learning—to use the metacognitive strategies of focusing, arranging, planning, monitoring, and evaluation (Oxford, 1990, p.16 cited in Paradowski)—in effect also ruling out any serious attempt at large-scale comparative assessment of their

progress. Older, especially adult students will know the importance and see the point of study.

14. Literacy (and numeracy)

Adolescents and adults have already developed the skills of reading or writing, while children are far behind taking their first steps with the alphabet. Then, we cannot expect them to be able to analyze language data. Young learners must be taught a whole new code alongside the introduction of literacy. Based on Collier (1992 cited in Paradowski) interpreted studies of bilingual children in the early grades as indicating that, L1 instruction is more important than L2 instruction.

15. Ongoing categorization

A great many words—if not the majority—refer not to individual entities, persons, events, etc., but their classes. Thus, children who are still acquiring their L1 have to establish the range of reference of the lexical items and find out the boundaries of the relevant classes (Swan, 1997 cited in Paradowski). While older L2 learners are also faced with this difficulty, they have the great advantage over young learners in that they already know most concepts and have established how their culture pigeonholes the world.

Based on those characteristics of young learners above I can infer that children do not have enough ability to learn foreign / second language. Their cognitive skill still not develops yet. Pushing the children to learn English can make them confused. Moreover, the parents should give strong exposure to learn a foreign language outside the formal school unless, it is only useless to force them in acquiring the target language. It will also be worse if the children learn the foreign language without motivation by themselves. They learn it because their parents' will, while the great motivation comes from within individual, therefore the process of learning will not maximum.

Parents should be aware and understand of these children's characteristic that can cause problems in learning the second/ foreign language. The children should not be forced to learn the target language formally. Forcing them to be like a native is not good for their language

development. Furthermore, research found that children who learn more than one language (second/foreign) at the earlier stage can cause speech delay (Syabani, 2011). Smith cited in Syabani (2011) found that the groups of bilingual children appear to have less vocabulary than those who use only one language except children who have higher intelligence.

MOTIVATION

Based on the oxford dictionary, motivation is desire or willingness to do something; enthusiasm. In addition Ellis (1997, p.75) stated that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2. There are kinds of motivation, resultative, intrinsic, instrumental and integrative.

Resultative motivation is an assumption of the research referred to above is that motivation is the cause of L2 achievement. However it is possible that motivation is the result of learning. The learners who experience success in learning may become more or in some contexts, less motivated to learn. (Ellis, 1997, p.75-76).

Intrinsic motivation is a motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors of learners' particular interests and the extent to which they feel personally involved in learning activities (Ellis, 1997,p.76). Based on Gilakjani et al., (2012, p.10) courses that related intrinsic motives is influenced by the teacher's personality, behavior and teaching style.

Based on Ellis (1997,p.75) Instrumental motivation if learners make an effort to learn L2 for some functional reasons such as pass the examination, to get a better job, and to get a place at a university. So the biggest reason for this motivation is because of economic and academic purpose.

While integrative motivation the learners learn L2 because they are interested in the people and cultures represented by the target language group (Ellis, 1997, p.75). This motivation is not really important for the academic and economic reason. The learners learn L2 because they like the people

whom they follow, sometimes the people are their idol, movie stars or etc. In another example based on my observation (2011) the people who get married to the foreigners have to learn the language whom his/her couple in order to get in touch or more intimate. For example, Indonesian woman married to Indian man. She was never interested to learn Hindi (Indian language) and she did not have an Indian Idol before. But she got married to Indian and moved there, and then she forced herself to learn Hindi in order to communicate not only to her husband but also his family and the community.

The learners may have more than one motivation. The motives are depended to the learners. Those kinds of motivation give the biggest impact to the success in acquiring the L2/foreign language.

THE IMPORTANCE OF MOTIVATION IN ACQUIRING THE LANGUAGE

Some of the learners have learned English in the elementary school, but for those who do not have any motivation to learn will not succeed in acquiring the language. According to my observation when I was an Elementary English teacher (2007-2012), learners in the elementary school could not pronounce well. They also could not memorize simple vocabulary. It is a hard thing for them and they do not have any motivation to learn. These groups of observation have no support from their environment or parents. Without having a lot exposure they would not succeed in acquiring the foreign language.

However, if the parents want to make their children be like a native. They have to raise their children in native circumstances. So the children will be like a native speaker. Children will be easily imitated what the native said. They are good in pronunciation but their vocabulary is still limited. They could not expand their vocabulary alone. While adults learners can expand their own vocabulary. They finally feel desperate if they make any mistake in learning the language. Learners who do not want to learn tend to fail than those who do. So, in my opinion motivation is the most important factor in acquiring the target language than age factor. Learners who have highly

motivation can succeed to learn the language, it does not matter whether they learn in the younger age or in the older age.

In addition, some studies showed that adult learners are more efficient than younger learners (Lightbown & Spada, 2001, p.69). Based on these studies, adult learners can use their metalinguistic knowledge, memory strategies, and problem solving skill, therefore they could be better in making the second/foreign language instruction. In educational settings, learners who begin learning a second language at primary school level do not always achieve greater proficiency in the long run than those who begin in adolescence. Moreover, there are so many adult learners who can achieve a second/ foreign language in excellence.

To support my statement above, there are some researches related to the effects of age in acquiring the language. Fathman (1975 cited in Gomleksiz, 2001, p.219), found that in the first year of study, 11 to 15 years old were significantly better at acquiring English as a second language than 6 to 10 years old in pronunciation, morphology, and syntax. Snow and Hoefnagel-Hohle (1982 cited in Bista,4), from their research carried in Holland, concluded that adults learned faster than children and the rate of second language learning was higher. These research finding show us that the younger the better is not completely true. Those results told us the fact that the older the better. The older learner can manage their language acquisition better than the children at the age of critical period.

Bista (12) stated that age is not the important factor as follows:

“Age is not everything in second language learning. However, factors related to the age, for example the learning opportunities, the motivation to learn, individual differences, and learning styles, are also important determining variables that affect the rate of second language learning in various developmental stages of the learners”.

From that statement it can be can inferred that age does not play as an important key factor that affecting the language acquisition. But other factors related to age will affect the language acquisition, for example motivation, learning style and etc.

In addition, based on my observation in the English course, that age factor does not have any effect to make the learners become successful in acquiring the language. There was an adult who took an English course. He wanted to learn English because he had in touch with the foreigners in his working place. So, it forced him to learn English and he could do better than the others. While, all the learners in that English course class were in the age around twelve to fifteen years old. Even though at the first, the adult learner had some difficulties in grammar and pronunciation, he could handle it. This is the fact that motivation can be the most important factor than age. Many learners have different purpose on why do they come in the English class. Thus, only learners who have willingness to learn and want to master the target language will be the successful learner.

In addition people who want to study abroad have to learn the target language hardly in order to pass the admission test. This is because they have strong motivation to go abroad. It is called instrumental motivation. It will become the great effect to learn the language and be the great successful learner. No matter how old is he /she, the motivation is the key to acquire the language.

Lightbown & Spada (2001, p.187) stated that one or two hours a week-even for seven or eight years-will not produce advanced second language speakers. This 'drip-feed' approach often leads to frustration as learners feel that they have been studying 'for years' without making such progress. That's why learning English at formal school for many years does not mean that learners can be a successful English speaker. It is true that learners only learn English at the classroom, but not in the daily life. For those, who want to be a successful learners have to find more exposure outside the class. And of course, they have to learn independently. Highly motivated learners are very enthusiastic to get more exposure because this way can make the learners to be better in learning the language.

Since the motivation as the important key that open the success of the language learners. Therefore, teachers have to facilitate and guide the

learners to increase their motivation. Teachers have no influence over learners' intrinsic motivation for learning a second language (Lightbown & Spada, 2001, p.185). However, the teacher can stimulate the learners' motivation by making the classroom interesting such as using attractive media, making comfortable environment and engaged in activities that are appropriate to their age, interest and cultural background. The teacher also can use some teaching techniques to get the learners' attention. The teachers just need a creativity and innovation in teaching, in order to increase the learners motivation. The teachers can follow some points bellow to increase the learners' motivation in the classroom.

Graham Crookes and Richard Schmidt (1991 cited in Lightbown & Spada, 2001, p.64-65) point to several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices. Can be seen as follows:

1. Motivating students into the lesson. At the opening stages of lessons (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.
2. Varying the activities, tasks, and materials. Students are reassured by the existence of classroom routines they can depend on. However, lessons that always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels.
3. Using co-operative rather than competitive goal. Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play. Knowing that their team-mates are counting on them can increase students' motivation.

Cultural and age differences will determine the most appropriate way for teachers to motivate students. In some classrooms, students may thrive on competitive interaction, while in others, co-operative activities will be more successful.

Those guides can be used by the teachers to make an effective and attractive teaching and learning process in order to increase learners' motivation. Teachers must have the willingness to make the learners succeed in learning English.

Teachers should be creative in using an innovative and interesting media. Attractive media can increase the learners' motivation in the process of teaching and learning. Media that can be classified into four types. They are visual, audio, audio-visual and multimedia. The most interesting media is using multimedia because it has sound, colorful, moving pictures, like a movie. To make this kind of media we have to use high technology. Therefore, the teachers should have the ability to use technology in order to make an attractive media. However, in this globalization era there are so many interesting media which are available in the store. We do not have to be busy to create and make the media.

Using different types of technique in teaching is also a good choice to increase the learners' motivation. Using various techniques in the class can make the classroom alive. The learners will not get bored at the class. Teachers also can teach outside the classroom. Take them to the place that is interesting and comfortable to study. Studying outside the class can raise their curiosity of something. It will automatically increase their motivation to learn.

In addition, motivation can come from the teacher's personality. Therefore, teachers should make the class comfortable and enjoyable. First thing to do is to comfort the learners at the beginning of the teaching and learning process. Try to take care of the students like your child or friends. There will be no gap between teacher and learner so they feel comfortable and do not have any hesitation, have self-confidence and ready to learn. This is the easiest way to gain their motivation. But do not forget always to guide

and help them in any difficulties. Treat them good they will treat you better. Without neglecting respect they will follow the teachers' instruction even though they have difficulties. Try not to make the learners afraid because it can make them more anxious and do not have self-confidence. Their motivation will decrease if they are anxious. Treat the learners like human not robot. If they do mistake do not blame and punish them. Besides that, if they have succeeded at the process of learning then teachers and learners should celebrate together. Make them happy. This could be the easiest way to increase learners' motivation who have difficulty in learning whether in younger or in older age.

CONCLUSION

In conclusion, the age factor is believed to give the greatest contribution in acquiring the language. In critical period the young learners tend to gain the language more successful. However, some researches showed that the older learners are better in acquiring the language. In my opinion, even though the learners learn the language in the younger age, it can not guarantee that younger learners become the better learners. Moreover, children have some characteristics that can cause problems in learning second/ foreign language. Their ability to acquire the language is not like adult learners. Children can learn about concrete vocabulary but not abstract vocabulary and they cannot arrange some formulaic aspect like grammar. Research also found that children who learn more than one language (second/foreign) at the earlier stage can cause speech delay (Syabani, 2011). Smith cited in Syabani (2011) found that the groups of bilingual children appear to have less vocabulary than those who use only one language except children who have higher intelligence.

The important key factor is the motivation. It gives the biggest impact in acquiring the language. It does not matter whether they learn the language in the young age or in the old age. As long as they have highly motivation

it will open the key to be successful language learners. Therefore, teachers have to be creative and innovative to make an attractive and effective in teaching and learning process in order to increase the learners' motivation.

The parents should not be worried whether their children do not able to speak foreign language (English). They should not force their children to learn English at younger age. If it does not for the important reason, do not ask them to learn English at younger age. The parents just need to give the motivation to them when they are ready and want to learn English in every age.

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