Early English Language Learning among Primary School Students: The Development of Self-Ego and Social Interaction

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Keywords:

Early foreign language learning, primary school students, self-ego, social interaction

Abstract

Learning a new language is a complex process that affects the entire person: physically, intellectually, and emotionally. This paper, drawing on Norton's (2010) conceptualization of language investment, investigated the effects of language exposure on the early foreign language learning of English in a Persian primary school. Using a sample of 40 Iranian children in a primary school, this study investigated how ECFLE (early childhood foreign language education) was related to children's self-ego and social interaction. A D International Institute's (2007) self-ego questionnaire and Medical Wellness and Life Balance Institute's (2016) social interaction questionnaire were used to examine participants' self-ego and social interaction at the beginning and end of the project. After six months of English language exposure, the results demonstrated that learning a foreign language can boost children's self-ego and social interaction development. Study findings revealed that exposure to a new language affects learners' self-development. Speaking an L2 often involves struggling to build a new identity. Instructing children in the English language led to a great deal of change in English language proficiency, the supremacy of self-ego, and the growth of social interaction.

یادگیری اولیه زبان انگلیسی در بین دانش آموزان دبستانی: توسعه خود منیت و تعامل اجتماعی

یادگیری یک زبان جدید فرآیند پیچیده ای است که بر کل فرد تأثیر می گذارد: از نظر فیزیکی، فکری و عاطفی. این مقاله، با تکیه بر مفهوم‌سازی نورتون (۲۰۱۰) از سرمایه‌گذاری زبان، تأثیرات قرار گرفتن در معرض زبان را بر یادگیری اولیه زبان خارجی انگلیسی در یک مدرسه ابتدایی فارسی بررسی کرد. این مطالعه با استفاده از نمونه ای متشکل از ٤٠ کودک ایرانی در یک دبستان، به بررسی ارتباط ECFLE (آموزش زبان های خارجی در دوران اولیه کودکی) با خود منیت و تعامل اجتماعی کودکان پرداخت. پرسشنامه خود من موسسه بین المللی D (2007) و پرسشنامه تعامل اجتماعی موسسه سلامتی پزشکی و تعادل زندگی (۲۰۱٦) برای بررسی خود منیت و تعامل اجتماعی شرکت کنندگان در ابتدا و انتهای پروژه استفاده شد. پس از شش ماه قرار گرفتن در معرض زبان انگلیسی، نتایج نشان داد که یادگیری یک زبان خارجی می‌تواند خود منیت و رشد تعامل اجتماعی کودکان را تقویت کند. یافته های مطالعه نشان داد که قرار گرفتن در معرض یک زبان جدید بر رشد خود زبان آموزان تأثیر می گذارد. صحبت کردن با یک L2 اغلب شامل تلاش برای ساختن یک هویت جدید است. آموزش زبان انگلیسی به کودکان منجر به تغییرات زیادی در مهارت زبان انگلیسی، برتری نفس و رشد تعامل اجتماعی شد.

واژه‌های کلیدی: یادگیری زودهنگام زبان خارجی، دانش‌آموزان دبستانی، خود نفس، تعامل اجتماعی

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Introduction

Research has shown that second language acquisition (SLA) classrooms are battlegrounds in which the social, cultural, and political challenges that arise from learning a second language influence learners' identities (Hirst, 2007; Kim, 2003; Norton, 2006). They claim that these socially manufactured identities are frequently numerous, varied, and conflicting (e.g., Gu, 2010; Norton, 2000; Norton & Toohey, 2001; Norton Peirce, 1995). These sociocultural approaches to identity, as Ricento (2005) points out, do not see identity as a fixed and unchangeable property in the mind of each learner. Instead, they focus on how students interact with the "many worlds and experiences they inhabit, and which operate on them within sociocultural frameworks" in a dialectical way (p. 895). According to Norton (2006), identity is a complex, contradictory, and multifaceted construct built from language and must be understood in a larger social context and power relations rather than simply trying to define appropriate and meaningful cultural and linguistic interaction. (Kim, 2003). Because language is the most significant instrument for both communication and identity (de)construction in the classroom, Barnawi (2009) believes that "language and identity should be understood as a unified entity, which suffices to determine student participation in a particular group" (p. 66). In other words, language helps L2 learners to obtain participation, validity, and membership in L2-mediated academic and non-academic discourse groups as a linguistically mediating instrument (Kim, 2003; Morita, 2004; Norton, 2001). As a form of social interaction, language is constantly used to establish social relationships (Alim, 2009). Due to language's capacity to transmit identity, multilingual identities are likely to be dynamic and flexible (Cabo & Rothman, 2012). As a result, there is a growing body of scholarship on the concepts' usefulness in understanding learners' experiences in various language learning environments (Csiz er & Magid, 2014). How learners connect with others and how they change over time while learning a second language is thought to have a significant impact on their engagement in target language learning activities (Dornyei, 2009; Morita, 2012; Norton, 2000; Taylor, 2013; Ushioda, 2009). The emphasis on self- and identity-construction in second and foreign language learning has increased in recent years (Aliakbari & Amiri, 2018; Duff, 2013; Gao et al., 2015; Miller & Kubota, 2013; Norton, 2013; Taylor, 2014).

Although children's cognitive development is viewed as the most significant concern, parents and teachers have begun to recognize the importance of social skills in children's lives (e.g., Blair, 2002; Wu et al., 2018). In consequence, collaboration, and organizational abilities

(Webster-Stratton & Reid, 2004), self-reliance, and positive affect benefit young children with a high level of social skills (Saft & Pianta, 2001). Poor social skills, on the other hand, can have a detrimental impact on intrapersonal and interpersonal relationships, manifesting as social disengagement and rejection (e.g., Cillessen & Bellmore, 2006; Winsler & Wallace, 2002). However, whether earlier stage foreign language development works the same for all groups of bilinguals remains a research topic (Hopp et al., 2019). In fact, according to various studies, bilingual advantages vary depending on the following factors: (a) the age of acquisition of the prior languages (Maluch & Kempert, 2017), (b) the level of proficiency in all previously acquired languages (e.g. Maluch et al., 2016; Möller et al., 2017), (c) use of the minority language at home and in informal settings (e.g. Hesse et al., 2008; Maluch & Kempert, 2017; Maluch et al., 2016), and (d) type of heritage language spoken by the family (e.g. Bérubé & Marinova-Todd, 2012; Maluch et al.,2015; Wilden & Porsch, 2016).

The current study frames the notion of self in children as who they are and what they do in interaction with the world around them, following interactional sociolinguistics. Most specialists in this subject refer to this idea of self as ego resilience, which refers to the ability to adjust dynamically and properly to changing situations. As a result, it acts as a buffer against unfavorable consequences in a variety of areas (Block & Block, 2006). Although the importance of ego resiliency for individual adaptation has been well recorded across developmental stages (Block & Gjerde, 1990; Block & Block, 2006; Denissen et al., 2008; Eisenberg et al., 2008;), few studies have specifically addressed factors that might increase or foster ego resiliency in children. This shift symbolizes a point in one's life when various internal and external assets, such as entering college or working, require flexibility (e.g., Arnett, 2000; Graber, Brooks-Gunn, & Petersen, 1996). Resilience is a process that is influenced by a variety of events and begins in early life, according to Edlina et al. (2019), resilience is a multifaceted process that begins in early childhood and is influenced by a variety of events. Individuals' resilience is shaped by their families, schools, and society. The words "resilience" and "strength" are often used interchangeably. This positive relationship promotes positive adaptation to a variety of unfavorable life events. Young adults are expected to grow more self-reliant and to begin looking for a position in society (Arnett, 2000). To summarize, ego-resilient children can exhibit a wider range of behaviors in demanding contextual circumstances that need great flexibility and adjustment. As a result, the following research questions are addressed in this study:

1) Is learning a foreign language as a child connected with ego development benefits?

2) In the context of primary school instruction, to what extent can expose children to a foreign language assist in their social interaction development?

Review of Literature

Early childhood second/foreign language learning

Being a fluent bilingual/multilingual speaker opens doors that monolinguals cannot, particularly in today's globalized society. Furthermore, preserving one's first language while learning a second language contributes to cultural identification and the development of both personal and linguistic ability (Bialystock, 2001; Espinosa, 2006; Oller & Jarmulowicz, 2007). Speaking a new language does include the creation and reconstruction of a new sense of self in connection to the rest of the world. Given that speaking an L2 typically includes "a fight to construct a new identity that is genuine to self," identity is frequently considered a source of struggle for L2 learners in L2 contexts (Norton, 1997).

In the same way, early bilingualism can also lead to cognitive changes in executive control, attention, and working memory (e.g., Adesope, et al., 2010). According to the review of literature, learning two or more languages activates the same switching and control mechanisms for language as they do for general cognitive activities (e.g., Bialystok, 2009; Green, 1998). While the magnitude of these changes in adult learners and unbalanced bilinguals is unknown (e.g., Bialystok, 2017; Duabeitia et al., 2014; Paap & Greenberg, 2013), bilingual children show cognitive advantages over monolingual children (Poarch & van Hell, 2012). Furthermore, early second language learning is associated with improvements in metalinguistic awareness (see Jessner, 2008). The degree of bilingualism's metalinguistic and cognitive consequences varies depending on a variety of circumstances, including the age of acquisition (Bialystok, et al., 2014), similarity in linguistic structure or script (e.g., Bialystok, Majumber, & Martin, 2003), and first language reading skills (e.g., Rauch et al., 2012; Sanz, 2007).

However, it has to be shown how far bilingual advantages in metalinguistic and cognitive capacities translate into gains in early foreign language learning (see Hirosh & Degani, 2017). Metalinguistic awareness and cognitive control have been identified in various research to predict the success of children learning a second language (e.g., Zhang & Koda, 2013) and bilingual youngsters learning additional languages (e.g., Rauch et al., 2012). However, the nature of the

consequences is unclear. As students gain competency in a foreign language and need to govern the language when it is not in use, they develop metalinguistic awareness and cognitive functions (e.g., Jessner, 2006; Rauch et al., 2012).

Development of Social Interaction

Language and social skills are fundamentally intertwined aspects of living in various social contexts (family, school, and society). Central language skills (syntax, phonology, semantics, and prosody) are required to recognize, build, and express words, phrases, and paragraphs to construct and transmit thoughts and feelings (Caplan, 2017). Individuals express emotions through the prosody and substance of their speech, in addition to their ideas and feelings. Language is a means of regulating emotions (Campos, et al., 2004). Language contributes to an individual's sense of worth, self-esteem, and quality of life as a constructive component of cognition, literacy, academic accomplishment, and occupational functioning. Language is the primary way of social relationships, parenting, and family functioning from a social standpoint. To function, all formal and informal societal organizations utilize oral and written language. Indeed, cultural influences have an important role in language usage and understanding, as well as pragmatics and some aspects of social cognition (Caplan, 2017).

Social skills/competence, relationships, adaptation, and social information processing with its social cognitive and social affective components that attribute mental states to oneself and others, or theory of mind (ToM), are all complex features of social behavior that reflect biological and psychosocial/environmental factors (Premack & Woodruff, 1978). According to Yeates et al. (2007), social competence is a transactional construct that is influenced by the following factors: a. social skills (temperament, emotional regulation, social cognition, language skill, and prosocial verbal and nonverbal behaviors); b. their application to engage in, respond to and maintain interactions with others as well as connectedness and commitment - social relationships -; and c. whether the self and others consider these behaviors as appropriate and acceptable. Overall, language is a necessary tool for all these components of social functioning.

Development of a different self-ego

Loevinger (1976) defined the self-ego as the driving force behind all thoughts and acts, and ego development as the process of psychological maturation. Ego growth, sometimes known as a

master attribute, results in changes in control and character, interpersonal relationships, conscious concerns, and cognitive style. Her approach offers nine developmental stages, each representing mature forms of the self and social circumstances. The levels provide an increasingly complicated understanding of the self-society relationship (Hy & Loevinger, 1996). The developmental aspect of the construct has been reinforced by research on ego development, which evolves during childhood and adolescence and tends to stabilize in early adulthood (Cohn, 1998). As a result, resilient youngsters are more likely to have higher levels of self-esteem and psychological flexibility than persons with low levels of resiliency (Block & Kremen, 1996; Klohnen, 1996). Individuals with a low level of resiliency may act in a perseverative and rigid manner when confronted with stressful conditions, resulting in maladaptive behaviors (Block & Kremen, 1996).

Ego-resiliency is thought to be a construct influenced by self-regulation (Bridgett, et al., 2015; Eisenberg et al. 2004), and thus it is expected to be affected by temperamental and other personal traits (e.g., effortful control, emotionality), learning (e.g., coping skill acquisition), and the nature of the stressors in a particular context. Ego-resiliency has been connected to high intellectual capacities (Block & Kremen, 1996) and social competencies throughout life (Spinrad et al., 2007). As a result, ego-resilient people have better adjustment and higher attainment than ego-resilient people (see Robins, et al., 1996), and they are more likely to assume adult duties at a younger age than other people (Denissen et al., 2008). Accordingly, we hypothesized in this study that challenging life events, and new language exposure in this study, help the children adapt to environmental stress, uncertainty, conflict, and change.

Methodology

Participants

At a private primary school in Kerman, Iran, a course on English conversation with a focus on vocabulary and grammar development was administered during the academic year 2021-2022. The research participants were ٤0 primary-school Iranian male students who were then assigned into two groups with the same level of English proficiency. Participants were 7 years old and in their first year of school. To guarantee the homogeneity of learners in terms of the level of English proficiency, a language proficiency pre-test was conducted to identify whether the participants were at a comparable level at the beginning of the study to select the beginner participants. The content of the test focused on listening, speaking, reading, writing, vocabulary, and grammar. The

test followed the topics covered in class, and the language was the one defined in the syllabus at this level and did not include new items. Participants were made aware that participation in the experiment was voluntary. They were required to take part in all stages of the program before being included in the final analysis, and they could leave the project at any stage.

Instruments

To measure the participants' self-ego level, we administered the Persian translation of the self-ego questionnaire developed by A D International Institute (2007). It consisted of twenty-one closed-ended questions showing their self-ego state. The four-point scale was used for all responses with related labels (not true for me - moderately true for me - partly true for me - and extremely true for me) to gather the data. Parents' ego was represented in questions 1,3,9,11, 15,18, & 20, adults' ego was represented by questions 2,6,8,10,13,17, and 21, and children's ego was represented by questions 4,5,7,12,14,16, and 19. The internal reliability of the questionnaire was 0.96. And to measure the participants' social interaction level, the Persian version of the social interaction questionnaire developed by Medical Wellness and Life Balance Institute (2016) was administered. It consisted of seventeen closed-ended questions. The five-point scale was used for all responses with related labels (Not at all - A little bit -Somewhat -Very much –and Extremely) to collect the data. The internal reliability of the questionnaire was 0.86. For ease of comprehension, the researchers read both questionnaires' questions in simple language and the children chose the answers. Both questionnaires were also piloted on a sample of 8 students similar to that of the main study. According to the results of the pilot study and the opinions of some experienced instructors in the related field, the questions were simplified to increase the instruments' reliability and validity.

Procedure

Firstly, to guarantee the homogeneity of learners in terms of the level of English proficiency, a language proficiency pre-test was conducted to identify whether the participants were at a comparable level at the beginning of the study to select the beginner participants. The content of the test focused on listening, speaking, reading, writing, vocabulary, and grammar. The test followed the topics covered in class, and the language was the one defined in the syllabus at this level and did not include new items. The questions were descriptive, so participants did not need

to use their world knowledge in answering the questions. We assigned the participating children equally into experimental and control groups, with 20 children in each group. Two days a week for 90 minutes, the experimental group received English language instruction for 24 weeks. During this experiment, the Oxford university press textbook, Family and Friends (1) written by Naomi Simmons (2008), was used to deliver instruction to experimental group members. With The Family and Friends, we worked on grammar, vocabulary, and language skills (listening, speaking, reading, and writing) while engaging the learners in communicative role-plays and personalizing the experience. The book helped the students practice the English language in context with authentic material from different sources. Different comprehension activities, language exercises, and communication activities reinforced the four skills of listening, speaking, reading, and writing. Several sections practiced speaking and written communication skills in a real-world environment. The experimental group followed three stages of presentation, practice, and production of English language. First, the language aspect was presented in a context that students were familiar with. To demonstrate a situation, the teacher used a text, an audio tape, or visual aids. Then, it was time for students to practice the new aspect of language and become familiar with it while receiving limited and appropriate support from the teacher. Exercises such as drills, multiple choice exercises, gap-and-cue exercises, transformations, etc., were typical practice activities. Finally, the students used the language in context, in an activity set up by the teacher who gave minimal assistance. Production activities included dialogues, oral presentations, sentences, paragraphs, and longer texts. Six units of the book were taught in 72 sessions. After six months, a post-test was conducted to measure the degree of improvement in each learner's English-language proficiency at the end of the implementation period. In addition, both groups completed the self-ego and social interaction questionnaires. The researchers collected the data and analyzed them directly. The only difference between the experimental and control groups was teaching the English language to the experimental group’s children.

Results

Table 1 suggests that the distribution of variables in this study is normal and so parametric tests can be used to examine the research questions ($p< 0.05$).

Table 1

Normality of Research Variables' Distribution

Group	Variable	Time	Shapiro-Wilk Statistic	df	P-Value
Control Group	Social Interaction	Pretest	0.917	20	0.086
		Posttest	0.918	20	0.090
	Self-Ego	Pretest	0.901	20	0.050
		Posttest	0.940	20	0.245
Experimental Group	Social Interaction	Pretest	0.926	20	0.130
		Posttest	0.907	20	0.60
	Self-Ego	Pretest	0.882	20	0.060
		Posttest	0.946	20	0.308

To examine the null hypothesis, H01. In the context of primary school instruction, exposing children to a foreign language does not assist in their social interaction development, Levene's test and normality checks were performed, and the assumptions were met. Homogeneity of variance, the linear relationship between the dependent variable and covariate, and the homogeneity of regression slopes were met (Tables 2 & 3). Therefore, the ANCOVA test was run for the social interaction variable.

Table 2

Test of Homogeneity of Variances (Social Interaction)

F	df1	df2	P-Value
42.725	1	38	0.21

Table 3

Test of homogeneity of regression slopes (Social Interaction)

Source	Sum of Squares	Df	Mean Square	F	P-Value
Group	28.053	1	28.053	4.294	0.05
Pretest	0.143	1	0.143	0.022	0.883
Pretest× Group	4.505	1	4.505	0.690	0.412
Error	235.194	36	6.533		

According to Table 4, there is a meaningful difference between the mean scores of the experimental group and the control group regarding the social interaction post-test. Therefore, English language learning had a significant effect on improving the participants' social interaction ($p<0.01$). The estimated partial Eta Squared is (partial η^2 =0.95) which shows a large effect. Therefore, the null hypothesis is rejected.

Table 4

The Result of Covariance Analysis (Social Interaction)

Source	Sum of Squares	Df	Mean Square	F	P-Value	partial η^2
Pretest	0.051	1	0.051	0.008	0.930	
Group	4887.453	1	4887.453	754.427	0.00	0.95
Error	239.699	37	6.478	-	-	
Corrected Total	5279.775	39	-	-	-	

According to the estimated marginal means, the experimental group performed better in social interaction compared to the control group (Table 5).

Table 5

Estimated Marginal Means (Social Interaction)

Group	Estimated Marginal Mean	Std.Error
Experimental Group	32.21	0.82
Control Group	54.64	0.82

To examine the null hypothesis, H02. Learning a foreign language as a child is not connected with ego development benefits, Levene's test and normality checks were performed, and homogeneity of variance was not met (Table 6). Therefore, ANCOVA was not appropriate to analyze the data.

Table 6

Test of Homogeneity of Variances (Self-Ego)

F	df1	df2	P-Value
11.03	1	38	0.002

Therefore, the pre-test scores of this variable (Self-Ego) were removed, and then the post-test scores of the two groups (EG & CG) were compared using an independent sample t-test. EG and CG showed a statistically significant difference ($p<0.01$). Comparing EG participants to CG participants, CG improved in EG. Accordingly, the null hypothesis is rejected (Table 7). The effect size for Self-Ego was estimated at 2.32 (ES=2.32) and r=0.76, which is statistically significant.

Table 7

Independent Sample T-Test of Self-Ego (Post-test)

Group	N	Mean	St. Deviation	T-Test	df	P-Value
Control	20	0.40	1.67	-7.69	22.82	0.000
Experimental	20	9.85	5.23			

Moreover, as Table 8 shows, the result of the independent sample t-test analysis did not show a significant difference in the mean scores for social interaction in the pre-test of the control group (M=31.85, SD=1.42), and pre-test of the experimental group (M=32.35, SD= 1.53) t=-1.07, df= 38, p> 0.05. The result of the independent sample t-test analysis did not show a significant difference in the mean scores for self-ego in the pre-test of the control group (M=29.90, SD=5.50), and pre-test of the experimental group (M=30.90, SD= 5.53) t=-0.57, df= 38, p> 0.05, too.

Table 8

Independent sample T-Test of Research Variables (Pre-test)

Variable	Group	*N*	Mean	*St.* Deviation	*T*-Test	*df*	*P*-Value
Social Interaction	Control Group	20	31.85	1.42	-1.07	38	0.30
	Experimental Group	20	32.35	1.53			
Self-Ego	Control Group	20	29.90	5.50	-0.57	38	0.57
	Experimental Group	20	30.90	5.53			

As Table 9 shows, the result of the independent sample T-Test analysis (post-test) shows a significant difference in the mean score of social interaction in the post-test of the control group (M=32.20, SD=1.40), and post-test of the experimental group (M=54.65, SD=3.38), t=-27.00, df=25.28, p<0.01. The result of the independent sample T-Test analysis (post-test) show a significant difference in the mean score of self-ego in the post-test of the control group (M=30.30, SD=4.47), and post-test of the experimental group (M=40.75, SD=2.63), t=-9.00, df=30.76, p<0.01, too. The effect size of social interaction was ES=8.92 and r=0.98 and the effect size of self-ego was ES=2.84 and r=0.81.

Table 9

Independent sample T-Test of Research Variables (Post-test)

Variable	Group	*N*	Mean	*St.* Deviation	*T*-Test	*df*	*P*-Value
Social Interaction	Control Group	20	32.20	1.40	-27.00	25.28	0.00
	Experimental Group	20	54.65	3.38			
Self-Ego	Control Group	20	30.30	4.47	-9.00	30.76	0.00
	Experimental Group	20	40.75	2.63			

Discussion

The statistical analysis revealed that the EG group outperformed the CG in self-ego and social interaction. Moreover, there was no difference between the mean scores of CG and EG's self-ego and social interaction before English language instruction, but a significant difference was revealed between CG and EG's self-ego and social interaction after the project. The findings of this study give theoretical support for Norton's (2010) model of investment and demonstrate its applicability. The experimental group's higher performance is consistent with Staudinger and Kunzmann (2005)who found that individuals change and develop when they face and try to adapt to new life experiences (in this case, second or foreign language exposure), which has great effects on their social-emotional growth and can lead to successful social interactions. Ghaznavi et al. (2021) and Golshan et al. (2019) found successful English language training accompanied by some positive changes in learners with special needs, which is in line with our findings.

Since investment with a sociological view considers a significant connection between a learner's passion and engagement in learning a language, and their dynamic identity (Norton, 2010;

see also Norton & Toohey, 2011), the findings of the current study have demonstrated how children's self-ego, which is potent and changeable across time and space, has been invested and impacted by English language learning. Learning a new language is a complex process that includes the entire person: physically, intellectually, and emotionally. Children (language learners) in this experience oscillate between comprehension of themselves as speakers of their first language (L1) and an awareness of themselves as learners of a second language (L2), in terms of how they 'identify' themselves. As a result, identity development through language use is thought to be a multilayered, non-stop, and dynamic process (Larsen-Freeman & Cameron, 2007). Furthermore, it is considered that language is important to human cognition and condition, identity building, and self-development (Edwards, 2009). In line with our findings, Norton (1997)(1997) has proposed that language both shapes and is shaped by one's identity. Furthermore, it is widely acknowledged that language learning and identity reconstruction are inextricably linked (Edwards, 2009; Johnson & Johnson, 1999; Norton, 1995, 1997, 2009), though discussions of identity theory rarely fall directly under the umbrella of second language acquisition (SLA) research (Ortega, 2009).

In line with the findings of this study, many studies have looked into the importance of high-quality early childhood education (ECE) (e.g., Howes et al., 2008; Mashburn et al., 2008; Campbell et al., 2002; McCormick et al., 2006, Schweinhart et al., 2005, Burchinal et al., 2011; Winsler et al., 2008) and early foreign language learning The verbal input that youngsters are exposed to at home or school, in particular, drives them to change (Larson et al., 2019). The findings showed that ego state changes because of innovative ways of dealing with the difficulties of foreign language exposure. It is thought that how learners identify themselves in relation to others and overtime during the acquisition of a second language has a significant influence on their engagement in target language learning activities (Block, 2007a, 2007b; Dornyei, 2009; Morita, 2012; Norton, 2000; Pavlenko & Lantolf, 2000; Taylor, 2013).

Conclusion

The current study adds to our understanding of English language teaching among young children. The findings support the use of second language teaching to increase self-ego and social interaction among young children. More study is needed to better understand the complexities of English language acquisition and how it might be directed toward the growth and development of young

children. Language serves as a sign of social interaction and is crucial in differentiating oneself from others. Similarly, identities may be imposed by the language used, and language users might adjust their language usage to join a dominant group to get a more favorable social identity (Gee, 2004). The findings imply that acquiring a second/foreign language improved EFL learners' social interaction at much higher rates. This study is significant because it shows that acquiring a second/foreign language affects not just a child's general self-esteem but also the rate at which they develop their social interaction over time. Language and social skills are essential components of forming and communicating thoughts and ideas in various social contexts (family, school, and society) (Caplan, 2017). The findings of this study confirmed the concept of ego-resiliency (Block & Block, 1980; ülmüş, 2001), which states that when children are confronted with stressful events, they get stronger. In this study, children who were exposed to a second or foreign language grew stronger and had more effective relationships with their environment.

You can find no research study without limitations. Thus, the outcomes of the current work should be interpreted considering some limitations. First, according to the rules and regulations of the school, the researcher was not permitted to divide learners into two groups through random assignment procedures. This is exactly what the nature of quasi-experimental research is referred to, using existing classes. Although there were no substantial differences evident between conditions at pre-test, feasible effects of selection cannot be eliminated. Second, the generalizability of the present article's findings might be limited since our sample was comparatively small and selective. It would be beneficial to conduct the same study again with a larger sample that can be more representative. Another common limitation in this sort of study is that it's unclear how long our intervention results are sustained. It would be inherent to take repeated measures in the future to examine the impact of language investment as time goes on.

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