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**Acquisition of English as L3 by bilingual children born to the
Russian speaking immigrants in Israel**

Long Abstract

Supervisor:

Prof. Univ. Dr. Ştefan Oltean

PhD Student:

Izabelle Ross-Sokolovsky

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Glossary

Bilingualism – one's ability to understand/use two languages to maintain daily conversation (Myers-Scotton, 2006)

CEM – The Cumulative Enhancement Model – impact of cumulative knowledge of previously acquired languages on L3 acquisition (Flynn et al, 2004)

CLI – Cross-linguistic influence – an interaction between previously acquired languages and the TL (Sharwood Smith and Kellerman, 1986)

Code-switching – shifting from one language to another within the same utterance in order to compensate for insufficient knowledge of a TL (Ringbom, 2001). Might appear in the form of interactional strategy or transfer lapses (Cenoz, 2001)

FL – foreign language is the language learnt and used for the purposes other than survival (Eddy, 2011)

FLP – family language policy

FSU – Former Soviet Union

Interactional Strategy – use of a non-target language for appeals to an interlocutor for help (Cenoz, 2001; Williams and Hammarberg, 1998)

L1 – native language acquired from birth (Hammarberg, 2010)

L2 – language acquired subsequently to L1 (Hammarberg, 2010)

L3 – language acquired subsequently to L1 and L2 (Hammarberg, 2010)

Ln – any language learnt subsequently to L2 (De Angelis, 2007)

Language acquisition/learning – used synonymously to denote language learning in both formal and natural contexts

Lexical Transfer – transfer of lexical items from one of the background languages into the TL; appears on the formal and/or semantic levels (DeAngelis, 2007)

Linguistic transfer – inclusion of elements from one of the background languages into the TL (used interchangeably with CLI) (Heltai, 2018)

LPM – Linguistic Proximity Model – CLI is determined by the general similarity of structures between L1/L2 and L3 (Mykhaylyk, Mitrofanova, Rodina, & Westergaard, 2015)

Multilingualism – one's ability to understand/use more than two languages in different situations and for various purposes (Neuser, 2017)

Semantic Extensions – overgeneralization of L1/L2 words over the TL word (Neuser, 2017)

SES – socio-economic status of a family measured by a compound of parental education, family income and number of children in a family (Ghaemi & Yazdanpanah, 2014)

Source Language – a language used for linguistic transfer (Neuser, 2017)

SLA – second language acquisition

Syntactic Transfer – transfer of grammatical constructions from the non-target languages into the TL (Ortega, 2008)

The Scalpel Model – L1/L2 grammatical systems perform as a scalpel to facilitate acquisition of L3 grammar (Slabakova, 2016)

TL – target language is the language being learnt (Neuser, 2017).

TLA – third language acquisition

Transfer Lapses – erroneous insertion of a non-target lexical item into the TL utterance (not marked by pauses or interrogative intonation) (Cenoz, 2001)

TPM – Typological Primacy Model – syntactic transfer is conditioned by typological distance between L1/L2 and L3 (Rothman, 2010)

Abstract

This research addressed acquisition of English as L3 by bilingual Russian-Hebrew speaking children who live in Israel. The research aimed to explore how bilingual children born to the Russian-speaking immigrants in Israel acquire English as L3 in a formal educational context. To that end, the impact of the socio-cultural, psychological and linguistic factors on L3 acquisition of English was investigated.

Thus, the study employed a mixed methods approach comprising quantitative and qualitative research methods. 64 participants, learners and their parents, took part in this investigation. The quantitative data were obtained from the English and Russian Proficiency tests completed by the learners in addition to the self-administered closed-ended questionnaire filled out by the learners' parents. Statistical tests were performed to analyze the quantitative data. The qualitative data were collected by the means of the audio- and video recordings of the wordless picture story told individually by the learners. The data were analyzed for the occurrences of cross-linguistic influence (CLI) in the L3 English oral production by employing a content analysis. The findings that emerged from the study show that learners' ethno-cultural background determines the source language used for the linguistic transfer which in turn affects acquisition of English as L3. The facilitative effect of CLI in L3 acquisition is more likely when source and target languages share semantically corresponding lexical items. However, transfer of non-target Hebrew words into the English language does not facilitate L3 acquisition of English. Also, a linguistic transfer from a typologically distant language, i.e. Russian, does not endorse L3 acquisition of English. Besides, learners' Russian proficiency does not promote L3 English acquisition, conversely, lexical transfer from Russian causes erroneous L3 English oral production. Finally, L3 acquisition of English is not associated with learners' previous knowledge of the Hebrew syntax.

Ultimately, an evidence-based model which explains and describes how the ethno-cultural factors combined with the linguistic factors create synergy that enables those Russian-Hebrew speaking bilingual children to acquire English as L3 emerged. The new model embodies contribution to knowledge in the area of language acquisition in general and English as L3 in particular.

Key words: bilingual children; English as L3; ethno-cultural background; cross-linguistic influence (CLI); lexical transfer; syntactic transfer; Russian-speaking immigrants in Israel; language acquisition

INTRODUCTION

In this day and age acquisition of additional languages has become a common practice for a vast amount of people around the globe (Cenoz, 2008). People choose to learn languages guided by diverse reasons such as broadening their linguistic-cultural repertoire, assimilating within a new linguistic-cultural community, perusing career opportunities, etc. Technological progress, great mobility, social and cultural development promoted English, which had been already used as an international language of global communication owing to political and commercial reasons, even further (Cenoz, 2004; Ellinger, 2000). Moreover, since in today's era of globalization English is frequently seen as a prognosticator of financial and social prosperity among the rest (Kernerman, 1994; Yuko, 2013; Ellinger, 2000), it has gained a tremendous popularity among people worldwide (Cenoz & Hoffmann, 2003; Safont-Jorda, 2005; Yuko, 2013). In turn, this growing popularity has enhanced learning of English as the main international language throughout the world for personal and communicational purposes (Kernerman, 1994; Yuko, 2013; Ellinger, 2000; Halimi, 2012). For example, Halimi (2012) speaks of underdeveloped South Eastern European countries in general and Macedonia in particular which had neglected learning of English in the past, but recently have entirely changed their attitude towards it. The author attributes the increased interest towards learning of English to the acknowledgement of the fact that English is the language of global communication which also postulates economic and social success (Halimi, 2012). Bago (2018) as well speaks of the expanded public awareness of the importance of additional language learning in Croatia, however, beside English, learning French, German, Italian and Russian are highly encouraged in that country as well. Also in Israel, where English is the main foreign language (FL), educational authorities recognize its value for all areas of modern life and unlike any other languages taught in Israeli schools, English is a compulsory subject on a school curriculum (Shohamy, 2014).

Even though English has been taught as a foreign language in most European countries for decades, the significant role English plays in the modern world has led to the increased demands towards language instruction in schools today both in Europe (Cenoz, 2003; Halimi, 2012) and in Asia (Yuko, 2013). As a result, in many European countries, it has become a common practice to begin teaching English as a foreign language starting from a very young age (Cenoz, 2003; Bago, 2018). A similar tendency can be seen in Israel where English is extensively present in varied domains such as tourism, business, technology, media and academic education (Ellinger, 2000; Shohamy, 2014; Haim, 2014). Further, in Israel, where

English has a privileged status of being approximate to the second language (Ellinger, 2000), it is taught as a foreign language in most schools through third to twelfth grades. In addition, the English language education is an obligatory part of the Israeli educational program (ibid.) and a secondary school diploma is obtained only when all requirements in FL education are met (Ministry of Education [ME], 2018). Moreover, due to the great importance of the English language for people living in a modern society, Israeli education policy makers have established a goal of improving the quality of FL education in the country (ibid.). Yet, in order to achieve this aim and reach the required standards of excellence in both teaching and learning English as a FL in Israel, various sociological, psychological and linguistic factors have to be taken into consideration (Lightbown & Spada, 1999). The current research, however, limits itself to examining only some of these factors that affect acquisition of English as L3 among a particular population of learners, namely, bilingual children ages 11-12 born and raised in families of the Russian-speaking immigrants in Israel.

Motivation for the Research

Multiple studies in the field of L2 and L3 acquisition were conducted and various sociological, psychological and linguistic factors that contribute to second and third language acquisition were established both in Israel (Abu Rabia, 2010; Ellinger, 2000; Haim, 2014) and elsewhere (Lightbown & Spada, 1999; Cenoz, 2001; Cenoz, 2003; Hammarberg, 2010; Dornyei, 2003; Cenoz, 2004; De Angelis, 2015, among others). Nevertheless, no accurate formula determining which factors predominantly contribute to successful acquisition of English as L3 has been articulated yet. For instance, findings of the studies conducted in European countries show that learners' attitudes and motivation towards an additional language learning (Gardner, 1985; Cenoz, 2003; Halimi, 2012; Lightbown & Spada, 1999); learners' motivational and self-motivating strategies (Dornyei, 2003) together with learners' intelligence, aptitude and personality (Gardner, 1985; Lightbown & Spada, 1999) are the factors that promote additional language learning. Moreover, parental attitudes toward FL, their involvement in children's language education (Bartram, 2006; Gardner, 1985; Jones, 2009; Sung & Padilla, 1998) and parental education (Bartram, 2006; De Angelis, 2015) were found to be strong predictors of L3 acquisition.

As for the studies conducted in Israel, it was noticed that factors such as learners' cultural background (Abu Rabia, 1996) and ethnolinguistic identity (Ellinger, 2000) can predict acquisition of English as L2 or L3, respectively. In the study conducted by Haim (2014), which

involved bilingual learners of English (L3) with Russian as L1 and Hebrew as L2, it was found that socio-psychological, linguistic and demographic variables had the greatest impact on academic performance in L3 English as well as on a skill of reading comprehension. These findings corroborate the ones of Abu Rabia (1996) who maintained that linguistic and cultural factors have a positive impact on certain aspects of language acquisition, e.g., reading comprehension.

With regard to linguistic factors, it was established that knowledge of previously acquired languages has a strong influence on an additional language learning (Bialystok, 2001; Bialystok, Craik, Green, & Gollan, 2009; Halimi, 2012). To be more specific, bilingualism is found to be advantageous for any additional language learning as it predicts the overall language proficiency unrelated to such factors as age, capabilities and motivation of a learner (Mesaros, 2008). Moreover, bilingual learners who have a rich linguistic background may rely on their knowledge of previously acquired languages while learning an additional language (Herdina & Jessner, 2002). Also, in addition to cognitive flexibility of a bilingual's mind and high metalinguistic awareness typical of bilinguals, previous experience in language learning facilitates further acquisition of additional languages (Hammarberg, 2010; Cenoz, 2000, 2003a; Cenoz & Jessner, 2000). That might be attributed to bilinguals' ability to apply learning strategies they developed while learning other non-native languages. Furthermore, since previously acquired languages influence TL, it must be considered that cross-linguistic influence (CLI) has also an impact on L3 acquisition (Hammarberg, 2001; Slabakova, 2016; Westergaard, Mitrofanova, Mykhaylyk, & Rodina, 2017; Cenoz, 2001, etc.).

The diverse combinations of socio-cultural, psychological and linguistic factors that contribute to L3 learning were explored as well. For instance, it was noticed that a combination of parental education and L2 exposure predict L3 acquisition (De Angelis, 2015). Out of manifold demographic, social-psychological and linguistic variables, Haim (2014) indicated that the age of a learner, learner's proficiency in the background languages and learner's developed written skills in L2, most certainly promote L3 English acquisition. Besides, the same author noted that L1 literacy, in addition to the above-mentioned factors, facilitates development of reading and writing skills in L3 (Haim, 2014).

Gap in Knowledge

Despite multiple studies in the field of L3 acquisition, there is no absolute and unanimous answer to the question which factors, or combination of what factors, promote L3 acquisition among young bilingual learners. This is owing to the fact that L3 acquisition is conditioned to socio-cultural, psychological or linguistic variables. Therefore, the purpose of the present study is to understand which of the previously reported factors contribute to acquisition of English as L3 learnt in a formal educational context by bilingual sixth grade learners born to the Russian-speaking immigrants in Israel. Apart from that, this study hopes to contribute to understanding of the role of the aforementioned factors in L3 acquisition.

Research goal

This study aimed to understand how bilingual children born to the Russian-speaking immigrants in Israel acquire English as L3 in a formal educational context. To this end, factors promoting acquisition of English as L3 learnt in a formal educational context by bilingual children born to the Russian-speaking immigrants in Israel must be recognized.

Research questions

In order to identify factors contributing to L3 acquisition of English by bilingual Russian-Hebrew learners, four research questions pertaining to the impact of socio-cultural, psychological and linguistic factors in L3 English acquisition were formulated.

1. To what extent do socio-cultural and psychological factors, such as parental attitudes towards English, parental involvement in children's L3 education, family's socio-economic status (SES) and learners' ethno-cultural and linguistic backgrounds, predict acquisition of English as L3 by bilingual children?
2. To what extent does a linguistic factor, namely, Cross Linguistic Influence (CLI), predict acquisition of English as L3 by bilingual children?
3. To what extent do young bilingual learners from the Russian speaking families in Israel benefit from their knowledge of Russian while learning English as L3?
4. How do previously acquired languages, namely, Russian and Hebrew, affect acquisition of English as L3 by young bilingual learners?

According to the literature, socio-cultural, psychological and linguistic factors can be predictors of L3 English acquisition. Thus, the independent variables to be considered within

this study are parental attitudes towards English, parental involvement in children's L3 education, family's SES and learners' ethno-cultural and linguistic backgrounds as well as CLI from both Russian and Hebrew. Acquisition of English as L3 is defined as the dependent variable.

This study was driven by the belief that a profound understanding of the relationship between such factors as parental attitudes towards English, parental involvement in children's L3 acquisition, family's SES, learners' ethno-cultural and linguistic backgrounds, CLI and L3 acquisition will enrich the existent body of knowledge on the topic. Moreover, the findings of this study might be employed by instructors of English as FL in developing an efficient model for language teaching and learning in a bilingual or/and multilingual context, not only in Israel, but in any country inhabited by a bilingual/multilingual population.

Research Boundaries

This study was conducted according to the mixed methods approach while employing a combination of quantitative and qualitative research tools. The research took place in Israel during the years 2017-2018. It included a research population comprising a total of 64 participants, 32 learners and their parents ($n=32$) all of whom were immigrants from the FSU. It was assumed that all parents speak both Russian and Hebrew. Out of the total number of children, only 3 were born in the FSU and arrived in Israel at a young age, the rest of the children ($n=29$), were born in Israel. All children spoke Hebrew.

Thesis Structure

Chapter I displays the most fundamental terms and concepts which provide a theoretical underpinning for the current investigation of language acquisition in general and acquisition of English as an additional language in particular.

Chapter II presents the theoretical perspectives in language acquisition and reviews the most pertinent for the current study theories in L1, L2 and L3 acquisition.

Chapter III provides a literature review of the research in the field of L3 acquisition of English. Also, it offers four linguistic models explaining the patterns of CLI in L3 acquisition as well as its impact on L3 learning.

Chapter IV provides a historical background of languages used in Israel as well as the overview of the relationship between ethno-cultural and linguistic identities of people living in Israel. Further, it focuses on Russian speaking immigrants and their linguistic behaviour. It also

sheds some light on the relationship between English and Hebrew languages and the method of teaching English in Israel. Chapter IV ends with the conceptual framework that underpinned this study.

Chapter V is the methodology chapter which opens with the research paradigm and approach, research design, research population and sampling. Also, it includes information on the research tools and qualitative and statistical approaches to data analysis. Moreover, the research quality parameters are included within this part as well as the researcher's position and ethical considerations.

Chapter VI focuses on the findings that emerged from the study. The chapter first presents the research variables, then deals with the research hypotheses testing. It also offers a multivariate model for predicting L3 acquisition of English. Finally, there is a summary of the answers to the research questions.

Chapter VII provides a discussion of the main research findings rising from the quantitative and qualitative constituents of this investigation whilst comparing them to the former research in the field of L3 acquisition of English.

Chapter VIII presents research models based on the conclusions and insights of this study. Also, possible contribution to the field of study is offered. Finally, future directions in the research of L3 English acquisition are suggested.

I. Theoretical Framework

I.1 First Language Acquisition (FLA)

Undoubtedly, a unique ability to acquire a language distinguishes humans from all other living creatures (Lightbown & Spada, 1993). Therefore, for quite a while linguists alongside psychologists and neurologists have been striving to explain the process of language acquisition from various perspectives. However, the current research intends to examine only the most prominent theories that might be essential for understanding the processes behind L3 learning.

Foremost, Piaget (1926/2002) claimed that child's cognitive knowledge is thorough only when he/she acquires a language whilst language growth is conditioned to a child's cognitive development. This standpoint, though, was challenged by Vygotsky (1962/1986) who argued that language is an internalized thought which emerges in the course of social interaction while a supportive interactive environment allows children to excel in language knowledge and performance (Lightbown & Spada, 1993).

Another theory of L1 acquisition which considered a child's environment as one of the most pivotal factors in the language development was proposed by Skinner (1957). This *Verbal Behaviour Theory* argued that language acquisition is not much different from developing any other behaviour as it comprises a particular action which is being reinforced a certain amount of times until a habit is formed (Skinner, 1957). In other words, language acquisition emerges from positive reinforcement principles based on association of words with meanings, i.e. children imitate the language used around them and when correct utterances are positively reinforced, children keep producing the same language until it becomes a habit (Lemetyinen, 2012; Lightbown & Spada, 1993).

However, Skinner's behaviourist approach was criticized by Chomsky who contended that all humans are born with a set of universal constructs that allows them to acquire a language (Chomsky, 1959). In this view, inasmuch children know more than the language samples they hear, there must be an internal biologically programmed Language Acquisition Device (LAD) in children's brain that allows them to learn the native tongue naturally with some minimal contribution from the environment (Lightbown & Spada, 1993). Later on, Chomsky (1965) expanded his idea of innate knowledge of certain linguistic rules into the Universal Grammar (UG) theory.

I.2 Second Language Acquisition (SLA)

Even though the aforementioned theories pertain to L1 acquisition, most of them were successfully adjusted to SLA. For instance, Skinner's (1957) behaviouristic theory was adopted by the language teachers in the form of the audio-lingual method (Harmer, 2016). As for the Chomsky's (1965) approach, it was never entirely embraced by language teaching experts. However, learners' inborn ability to understand the underpinning language rules and to exhibit this comprehension by producing the correct language of their own, is being expected at the more advanced stages of language learning (Harmer, 2016).

In addition, Krashen (1978, 1981, 1982) contended that SLA is affected by a combination of learner's inner processes and background factors. The author proposed the *Monitor Model* which explains devolvement of language skills among L2 learners on the individual level Krashen (1981). This model comprises five hypotheses and joined together, they provide insights into the process of SLA.

Other scholars address L2 acquisition from a social-psychological perspective claiming that attitudes towards TL and motivation to acquire it promotes the process of language learning (Gardner, 1985; Lambert, 1963, 1974).

I.3 Third Language Acquisition (TLA)

According to the literature, despite certain similarities between SLA and TLA, they are not entirely identical processes (Cenoz, 2000; Herdina and Jessner, 2000; Safont Jorda, 2005). TLA is a far more complex action during which three languages begin to form one linguistic system through the development of new interlanguage connections, while previous linguistic experiences affect consolidation of new linguistic knowledge (Safont Jorda, 2005). Previous research shows that background languages influence L3 acquisition on various levels and to a diverse degree (Cenoz, 2001; De Angelis, 2007; Dewaele, 2001; Ringbom, 1987, 2001; Williams and Hammarberg, 1998). Namely, such factors as typological distance between languages (Kellerman, 1983), L2 proficiency and learners' exposure to L2 (Ringbom, 2001), as well as L2's status (Hammarberg, 2001; De Angelis & Selinker, 2001) determine source language for linguistic transfer within TLA.

I.4 The English Language in Israel

In Israel, English has started to gain its popularity since 1960s due to the development of connections with the US and the growth of Western, especially, American influence (Or & Shohamy, 2017; Shohamy, 2014). After being neglected and treated as a residue of the British authority during the early years of the Israeli state (Or & Shohamy, 2017), English obtained prestige in politics, demography and economics (Grosjen, 1982; Nadel et al., 1977) owing to people's changing attitude towards this once highly unpopular language (Grosjen, 1982). It could be also due to the status of English as the language of global communication or owing to the new wave of immigration from the Western countries, particularly North America (Shohamy, 2014; Or & Shohamy, 2017; Nadel et al., 1977).

Today, English is present in various domains of Israeli life and has a great impact on Israeli culture (Or and Shohamy, 2017). Thereof, English is taught as the main FL in most Israeli schools both in secular and religious Jewish sectors through third to twelfth grades (ages 9-18) (Spolsky & Shohamy, 1999) and is a mandatory part of the Israeli educational programme (IMECS, 2013). Moreover, the higher education institutions require a certain proficiency level in English in order to enroll in academic studies (Cenoz & Hoffmann, 2003; Shohamy, 2014). Moreover, all university applicants must pass a Scholastic Assessment Test in English (alongside with Math and Hebrew) to exhibit their ability to cope with academic texts written in English (Nadel et al., 1977).

I.5 Immigrants from the FSU in Israel

Israel is a home to people from more than 30 different linguistic backgrounds (Ellinger, 2000). One of the largest minority groups living in Israel is the one of the immigrants from the FSU who arrived in the last three decades, i.e., around one million people (Central Bureau of Statistics [CBS], 2018). According to the records from 2001 provided by the CBS (2013), 55 percent of all immigrants from the FSU were not of a Jewish origin. These numbers are especially significant in the context of a strong ethnic identity as the Non-Jewish immigrants form a separate ethnic subgroup distinct from both the group of the Jewish immigrants and the one of indigenous people regarding their sense of belonging (Ben-Rafael, 1994). Most of the Russian speaking immigrants who hold onto the Russian culture and typically do not have a sufficient knowledge of Judaism (Ben-Rafael et al., 1997), have a strong impact on both the language and the culture of Israel (Spolsky & Shohamy, 1999).

II. Conceptual Framework

In line with this study's aim, the main theories and approaches underlying this research were chosen and explained in the context of L3 acquisition. Thus, the behavioristic theory (Skinner, 1957) of language acquisition was discussed, as well as the cognitive theory (Vygotsky, 1986/1962), the constructive theory (Piaget, 2002/1926), and Krashen's (1978) Monitor Model theory. Furthermore, the social-cultural and psychological approaches to SLA/TLA (Arkan & Ghani, 2013; Bartram, 2006; Cenoz, 2008; Ellinger, 2000; Haim, 2016; Gardner, 1985; Ginsborg, 2006; Jones, 2009; Pavlenko and Blackledge, 2004; Portes & Macleod, 2005; Young, 1994) were used to underpin this study.

The main concepts that emerge from the theories and the literature review are: **CLI** , namely, lexical transfer, in L3 acquisition as one of the affecting factors.

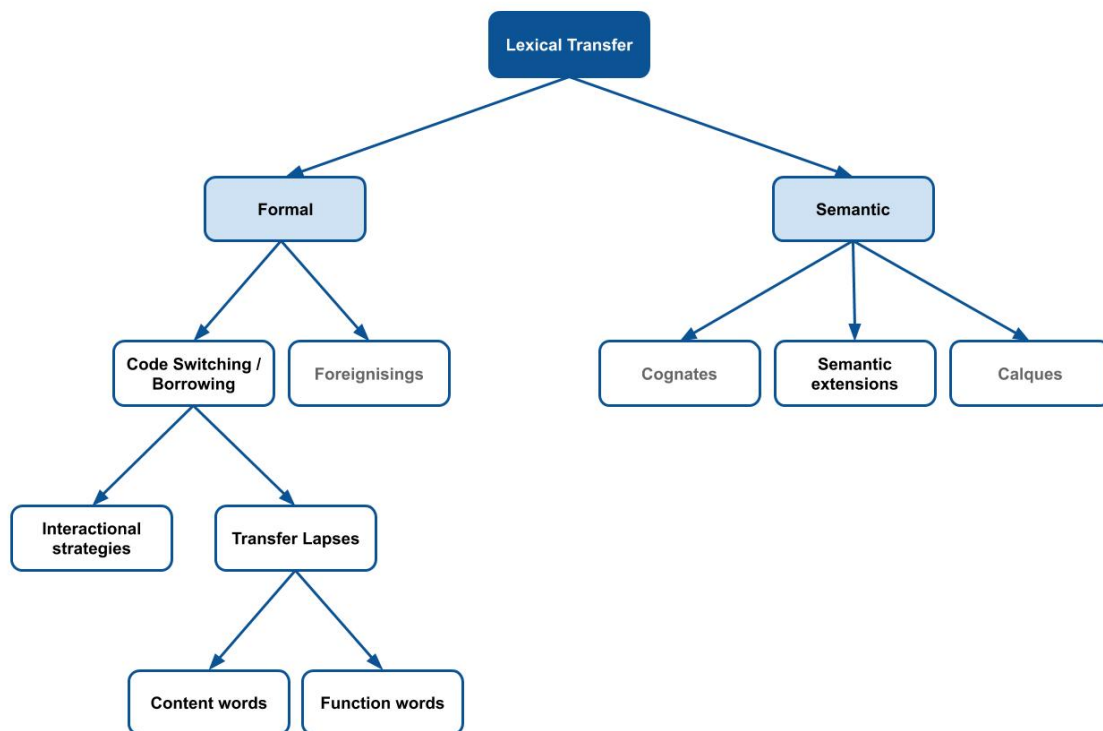


Figure II.1: Types of lexical transfer in the present study

Parental attitudes toward *English*, since according to the literature they influence L3 acquisition by their children.

Parental involvement, since according to the literature it contributes to L3 acquisition.

Family's SES as a factor that predicts L3 acquisition.

Ethno-cultural and linguistic background, since the research population consists of Russian-Hebrew speaking children who are brought up in Jewish and Non-Jewish families by Russian-speaking immigrants from the FSU in Israel.

Bilingualism since the participants in the current research are bilingual children with Russian and Hebrew as their L1 and L2.

Figure II.2 presents a visual representation of the conceptual framework.

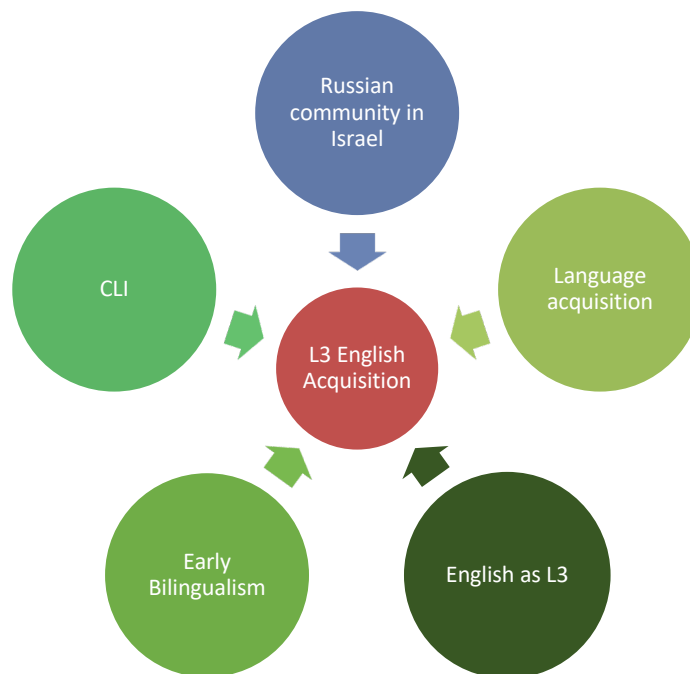


Figure II.2: The conceptual framework underpinning this study

Acquisition of English as L3 is in the center of this investigation as according to the literature, it is predicted by various socio-cultural and linguistic factors.

Russian community in Israel: since this research takes place in the immigrant context, socio-cultural and linguistic facets of this community must be considered. Such factors as parental attitudes toward English, parental involvement in children's FL education, family's SES, learners' ethno-cultural and linguistic background, all pertain to a particular community of the Russian-speaking immigrants residing in Israel. Also, as this community comprises Jewish and

Non-Jewish families, ethno-cultural and linguistic identity of its members might affect acquisition of English as L3.

Language acquisition: since this research aims to explore what factors affect acquisition of English, theories explaining how languages are acquired, are fundamental for understanding the process of language teaching and learning.

English as L3: English is the third language learners acquire. It involves additional aspects of language learning such as linguistic transfer, learners' previous experience, etc.

Bilingualism: has a twofold purpose since first of all it relates to the learners' characteristics (Russian-Hebrew bilinguals) and secondly, it provides a background for how bilinguals acquire a third language.

CLI: since English is being acquired in a bilingual context, influence of previously acquired languages must be considered and explored.

Furthermore, this conceptual framework was designed according to the research aims and questions. Hence, as the main aim of this study was to propose a framework that would describe and explain how Russian-Hebrew speaking bilingual children, who belong to families that immigrated from the FSU, and are exposed to Russian as the language spoken at home, learn English as L3 within the Israeli educational system. The following chapter discusses the methodological considerations that were employed in designing and conducting this research.

III. METHODOLOGY

III.1 Research Goals

The aim of the present study was to understand how bilingual children born to the Russian-speaking immigrants in Israel acquire English as L3 in a formal educational context. To this end, factors promoting acquisition of English as L3 learnt in a formal educational context by bilingual children born to the Russian-speaking immigrants in Israel had to be recognized.

III.2 Research Questions

1. To what extent do socio-cultural and psychological factors, such as parental attitudes towards English, parental involvement in children's L3 education, family's SES and learners' ethno-cultural and linguistic backgrounds predict the acquisition of English as L3 by bilingual children?
2. To what extent does the linguistic factor, namely CLI, predict the acquisition of English as L3 by bilingual children?
3. To what extent do young bilingual learners from Russian speaking families in Israel benefit from their knowledge of Russian while learning English as L3?
4. How do previously acquired languages, namely Russian and Hebrew, affect the acquisition of English as L3 by young bilingual learners?

III.3 Research Hypotheses

1. It will be found that parental attitudes towards English, parental involvement in children's L3 education, family's SES and learners' ethno-cultural and linguistic backgrounds will predict the children's L3 acquisition on various levels.
2. It will be found that the linguistic factor, namely CLI, will predict the acquisition of English as L3 by bilingual children.
3. It will be found that the more proficient learners are in Russian, the greater influence it will have on their L3 acquisition.
4. It will be found that Russian affects L3 acquisition especially in the area of lexis while in the area of syntax, namely adjective-noun and noun-copula-adjective structures, Hebrew might have a greater impact.

III.4 Research Variables

Table III.1: Research Variables

Name of Variable	Calculation
Acquisition of English as L3	Accumulated points obtained from the English Proficiency Test Score
Parental Attitudes towards English	Accumulated points counting 30 items
Parents' Involvement	Accumulated points counting 15 items
Family's SES	Recipients' report (parents)
Ethno-cultural background (Jewish/Non-Jewish)	Recipients' report (parents)
Linguistic Background	Recipients' report (children)
Total Percentage of Transfer Errors from Russian and Hebrew	Calculated percentage of TTE from Russian and Hebrew out of total number of produced tokens
Percentage of Lexical Transfer from Russian	Calculated percentage of LTE from Russian out of total number of LTE from Russian and Hebrew
Percentage of Syntactic Transfer from Russian	Calculated percentage of STE from Russian out of total number of STE from Russian and Hebrew
Percentage of Lexical Transfer from Hebrew	Calculated percentage of LTE from Hebrew out of total number of LTE from Russian and Hebrew
Syntactic Transfer from Hebrew	Calculated percentage of STE from Hebrew out of total number of STE from Russian and Hebrew
Percentage of Lexical Transfer from Russian and Hebrew	Calculated percentage of LT out of total Transfer Errors
Percentage of Syntactic Transfer from Russian and Hebrew	Calculated percentage of ST out of total Transfer Errors
Interactional strategies from Russian	Calculated percentage of IS from Russian out of total LTE from Russian
Transfer lapses from Russian	Calculated percentage of TL from Russian out of total LTE from Russian
Semantic extension from Russian	Calculated percentage of SE from Russian out of total LTE from Russian
Interactional strategies from Hebrew	Calculated percentage of IS from Hebrew out of total LTE from Hebrew
Transfer lapses from Hebrew	Calculated percentage of TL from Hebrew out of total LTE from Hebrew
Semantic extension from Hebrew	Calculated percentage of SE from Hebrew out of total LTE from Hebrew

III.5 Research Paradigms and Approaches

This study was designed in order to understand how bilingual children of the Russian-speaking immigrants in Israel learn English as L3. A *mixed methods approach*, which is also known as *multi-method*, *combined methods*, *mixed research*, or *triangulation* (Creswell, 2014; Mackey & Bryfonski, 2018) was chosen for the purpose of this investigation due to the multiplicity and complexity of factors affecting L3 acquisition. In accordance with the pragmatic philosophy assumptions, the mixed methods approach advocates for a combination of various research techniques, methods and approaches that assist in obtaining extensive knowledge about the research problem (Creamer, 2018; Creswell, 2014). This type of approach is frequently used in the field of applied linguistics since a combination of qualitative and quantitative methods is highly efficient in exploring and understanding the processes behind language teaching, learning and using (Mackey & Bryfonski, 2018).

III.5.1 Qualitative Research Approach

A qualitative research approach is an inductive method of investigation which aims to explore and understand new patterns of a behavior or a problem as seen by a person or a group of people (Creswell, 2014). Based on the obtained information, new theories and hypotheses can be developed (Johnson & Onwuegbuzie, 2004; Rasinger, 2013). Within the qualitative approach, the participant's environment is the main field for data collection (Creswell, 2014) whilst a researcher performs as the main tool for gathering information (Johnson & Onwuegbuzie, 2004). Also, the qualitative approach allows for generation of comprehensive themes based on particular instances (Creswell, 2014; Rasinger, 2013).

III.5.2 Quantitative Research Approach

A quantitative research approach is a deductive method of investigation which stems from the existing objective theories and statements (Creswell, 2014; Johnson & Onwuegbuzie, 2004; Kawulich, 2012; Rasinger, 2013). A research employing this type of approach starts with identifying a problem and making certain predictions regarding the possible outcomes (Creswell, 2014; Rasinger, 2013). Defining research problem leads to the establishment of research variables and the possible relationships between them (Kalwuich, 2012) by collecting and examining empirical evidence that either supports or refutes these hypotheses and theories (Nunan, 1992).

III.5.3 Case Study

A case study is an empirical research method which rigorously explores a present event (a case) within its real-life setting (Yin, 2018). Case studies are typically used for a thorough investigation either of a single individual or a small group of people (Hua & David, 2008; Nunan, 1992). This design is frequently used in studying various phenomena concerning bilingualism (ibid.). Additionally, the current investigation employed a case study method aiming to investigate how Russian-Hebrew bilingual high-achieving learners from the Northern part of Israel acquire English as L3 in a formal educational context. In order to answer this question, first and utmost it was important to understand which factors affect acquisition of English as L3 and to examine the relationship between diverse variables, e.g., parental attitudes and L3 acquisition (Yin, 2018). For this purpose, the hypotheses predicting L3 acquisition and guiding the study's design, data collection and analysis were formed (Yin,

2018). The data were be collected by applying various research tools to allow for triangulation of the findings (ibid.).

III.6 Research Design

The current research took a concurrent mixed methods approach and combined both qualitative and quantitative methods at different stages of the investigation. Table III.2 illustrates the research design.

Table III.2: Research Design

	Aim	Research Tool	Research Population	Data Analysis
Stage 1: quantitative research	1.To establish the learners' proficiency in English 2.To select the participants for this study	English Proficiency Test	39 bilingual children, ages 11-12 born to the Russian-Speaking immigrants residing in Israel	Evaluation according to the 100-point score system
Stage 2: quantitative research	1. To elicit demographic, linguistic and social-psychological variables of the participants 2. To establish a relationship between the variables	A closed-ended questionnaire	33 adults, Russian speaking immigrants in Israel, parents of the learners	Statistical analysis
Stage 3: quantitative research	To establish the learners' level of proficiency in the Russian language	Russian Proficiency Test	33 bilingual children, ages 11-12, born to the Russian-speaking immigrants residing in Israel	Evaluation according to the 100-point score system
Stage 4: qualitative research	To establish occurrences of CLI from Russian and Hebrew	Audio- and video recordings of the wordless picture story test	32 bilingual children, ages 11-12, born to the Russian-speaking immigrants residing in Israel	Content Analysis

III.7 Research Tools

Considering that the present study employed a mixed-methods design, the instruments used for obtaining the data were adopted from both quantitative and quantitative research. A closed-ended questionnaire and tests are distinctive tools used in quantitative research; while audio-

and video-recordings are typically used in qualitative research (Creswell, 2014). The English Proficiency Test (See Appendix 1) was used to establish learners' proficiency level in English. A closed-ended self-administered questionnaire was employed to elicit socio-cultural and psychological variables (See Appendix 2). The Russian Proficiency Test (See Appendix 3) aimed to establish bilingual learners' proficiency level in Russian. The audio- and video recordings were used in order to obtain both verbal and non-verbal data of CLI occurrences in oral production; all obtained data were transcribed for the purpose of qualitative analysis (See Appendix 4).

IV. FINDINGS

This study was designed in order to understand to what extent socio-cultural, psychological and linguistic factors predict acquisition of English as L3 among bilingual children born to the Russian-speaking immigrants in Israel. To this end, four main research questions were articulated, and four main hypotheses were suggested. The first research question was further divided into five sub-questions each followed by a sub-hypothesis. Also the fourths research question was split into two sub-questions.

In this section, the main conclusions of the findings are presented in accordance with the research questions.

Research Question 1: To what extent do socio-cultural and psychological factors, such as parental attitudes towards English, parental involvement in children's L3 education, family's SES and learners' ethno-cultural and linguistic backgrounds predict acquisition of English as L3 by bilingual children? This research question was divided into 5 sub-questions:

1. To what extent do parental attitudes towards English predict acquisition of English as L3 by bilingual children?

It was assumed that parental attitudes towards English promote acquisition of English as L3 by bilingual children.

This hypothesis was refuted. The children's acquisition of English as L3 is not affected in any way by the parental attitudes toward the language.

2. To what extent does parental involvement predict acquisition of English as L3 by bilingual children?

It was predicted that parental involvement promotes acquisition of English as L3 by bilingual children.

This hypothesis was not confirmed, and children's achievements in English are not conditioned to the degree of parental involvement.

3. To what extent does family's SES predict acquisition of English as L3 among bilingual children?

It was anticipated that family's SES predict acquisition of English as L3 by bilingual children.

This hypothesis was refuted, and a level of family's socio-economic status does not have any impact on acquisition of English as L3 by the children.

4. To what extent does ethno-cultural background predict acquisition of English as L3 among bilingual children?

It was hypothesized that learners' ethno-cultural background predicts acquisition of English as L3 and children from the Jewish and Non-Jewish families do not acquire English in a similar manner due to dissimilarities in their ethno-cultural and linguistic backgrounds. Figure IV.1 presents differences between two groups of learners regarding CLI impact on L3 English.

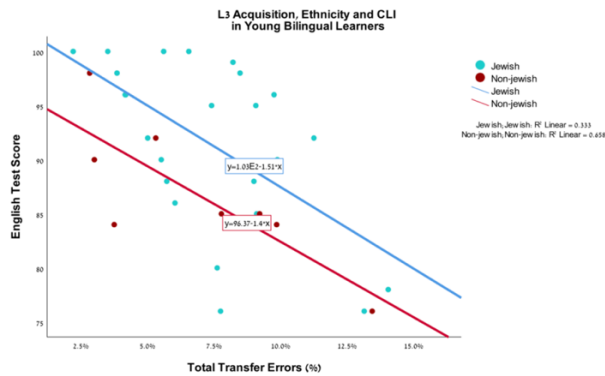


Figure IV.1: Total Transfer Errors vs English Proficiency Test Score

This hypothesis was confirmed by the data obtained from the proposed multivariate model. It was found that:

- a) Ethno-cultural background affects the source language for linguistic transfer. The Jewish learners tend to rely more heavily on Hebrew as a source language while their Non-Jewish peers use Russian as a supplier language. The facilitative effect of the source language is conditioned to the psychotypological proximity between the source and the target languages.
 - b) The Jewish learners tend to transfer less lexical items from their background languages than their Non-Jewish peers, hence exhibiting a better performance in the English language.
5. To what extent does learners' linguistic background predict acquisition of English as L3 among bilingual children?

It was hypothesized that learners' main home language, i.e. Russian, Hebrew or a combination of both languages, predict acquisition of English as L3 as it determines the source language for CLI.

This hypothesis was not confirmed, and the main home language does not affect acquisition of English as L3 by young bilingual learners.

Research Question 2: To what extent does a linguistic factor, namely, Cross Linguistic Influence (CLI), predict acquisition of English as L3 by bilingual children?

It was predicted that the linguistic factor, namely CLI, will influence the acquisition of English as L3 by bilingual children.

Table IV.1: The Correlation Coefficient between CLI and the English Proficiency Test score

Total Transfer Errors from Russian and Hebrew	Correlation Coefficient	-.516**
	Sig. (2-tailed)	.003
Lexical Transfer from Russian	Correlation Coefficient	-.382*
	Sig. (2-tailed)	.031
Lexical Transfer from Hebrew	Correlation Coefficient	.382*
	Sig. (2-tailed)	.031
Total Lexical Transfer Errors	Correlation Coefficient	-.095
	Sig. (2-tailed)	.607
Syntactic Transfer from Russian	Correlation Coefficient	-.016
	Sig. (2-tailed)	.929
Syntactic Transfer from Hebrew	Correlation Coefficient	.130
	Sig. (2-tailed)	.478
Total Syntactic Transfer Errors	Correlation Coefficient	.095
	Sig. (2-tailed)	.607
Interactional Strategies from Russian	Correlation Coefficient	-.268
	Sig. (2-tailed)	.138
Interactional Strategies from Hebrew	Correlation Coefficient	-.211
	Sig. (2-tailed)	.246
Transfer Lapses from Russian	Correlation Coefficient	-.313
	Sig. (2-tailed)	.082
Transfer Lapses from Hebrew	Correlation Coefficient	-.377*
	Sig. (2-tailed)	.034
Semantic Extensions from Russian	Correlation Coefficient	-.063
	Sig. (2-tailed)	.732
Semantic Extensions from Hebrew	Correlation Coefficient	.507**
	Sig. (2-tailed)	.003

This hypothesis was confirmed. Semantic Extensions from Hebrew (which is a sub-type of Lexical Transfer) has a positive effect on acquisition of English as L3 by bilingual children. Children who performed Semantic Extensions from Hebrew achieved higher scores in the English Proficiency Test.

Also, Lexical Transfer from Russian as well as Transfer Lapses from Hebrew (which is a sub-type of Lexical Transfer) have a negative impact on acquisition of English as L3 by bilingual children. Children who performed Lexical Transfer from Russian as well as Transfer Lapses from Hebrew achieved lower scores in the English Proficiency Test.

Therefore, CLI might have both positive and negative effects on the acquisition of English as L3 by bilingual children.

Research Question 3: To what extent do young bilingual learners from the Russian speaking families in Israel benefit from their knowledge of Russian while learning English as L3?

It was hypothesized that the more proficient learners are in Russian, the greater influence it will have on their L3 acquisition.

This hypothesis was refuted, and a level of knowledge in the Russian language does not predict acquisition of English as L3 among young bilinguals.

Research Question 4: How do previously acquired languages, namely Russian and Hebrew, affect acquisition of English as L3 by young bilingual learners?

This research question was divided into 2 sub-questions:

1. How does the Russian language affect the acquisition of English as L3 by young bilingual learners?

It was predicted that the Russian language affects L3 acquisition in the field of lexis. It was found that transfer of lexical items from Russian results in a lower score in English. Thus, in the field of lexis, Russian language does not promote acquisition of English as L3.

Table IV.2: The Correlation Coefficient between CLI from Russian and the EPT Score

Lexical Transfer from Russian	Correlation Coefficient	-.382*
	Sig. (2-tailed)	.031
Syntactic Transfer from Russian	Correlation Coefficient	-.016
	Sig. (2-tailed)	.929
Interactional Strategies from Russian	Correlation Coefficient	-.268
	Sig. (2-tailed)	.138
Transfer Lapses from Russian	Correlation Coefficient	-.313
	Sig. (2-tailed)	.082
Semantic Extensions from Russian	Correlation Coefficient	-.063
	Sig. (2-tailed)	.732

2. How does the Hebrew language affect acquisition of English as L3 by young bilingual learners?

It was predicted that the Hebrew language affects L3 acquisition in the field of syntax. This hypothesis was not confirmed, and Hebrew does not have any impact in the field of syntax on acquisition of English as L3. However, it was found that Hebrew has a positive influence in the field of lexis therefore contributing to L3 acquisition.

Table IV.3: The Correlation Coefficient between the CLI from Hebrew and the EPT Score

Lexical Transfer from Hebrew	Correlation Coefficient	.382*
	Sig. (2-tailed)	.031
Syntactic Transfer from Hebrew	Correlation Coefficient	.130
	Sig. (2-tailed)	.478
Interactional Strategies from Hebrew	Correlation Coefficient	-.211
	Sig. (2-tailed)	.246
Transfer Lapses from Hebrew	Correlation Coefficient	-.377*
	Sig. (2-tailed)	.034
Semantic Extensions from Hebrew	Correlation Coefficient	.507**
	Sig. (2-tailed)	.003

V. CONCLUSIONS AND RECOMENDATIONS

This chapter presents the conclusions and recommendations as they emerged from the current research. Thus, the factual conclusions are presented according to the order of the research questions. Then, an evidence-based model explaining the relationship between socio-cultural, psychological and linguistic factors affecting acquisition of English as L3 is presented. Furthermore, practical implications and recommendations and the research limitations are offered. The chapter ends with the theoretical and practical contribution to knowledge, and, finally, a few ideas about future research are suggested.

V.1 Factual conclusions emerging from the research questions and hypotheses

The factual conclusions arising from the discussion of the findings are presented for each research question and hypothesis.

V.1.1 Factual conclusions emerging from the research question 1 and hypothesis 1

Research question 1: To what extent do socio-cultural and psychological factors, such as parental attitudes towards English, parental involvement in children's L3 education, family's SES and learners' ethno-cultural and linguistic backgrounds predict acquisition of English as L3 by bilingual children?

Research Hypothesis 1: Parental attitudes towards English, parental involvement in children's L3 education, family's SES and learners' ethno-cultural and linguistic backgrounds predict L3 acquisition of English on various levels.

The first hypothesis was partially confirmed as out of various factors this research question aimed to explore learners' ethno-cultural background has the most significant impact on acquisition of English as L3 by the bilingual children of the Russian-speaking immigrants in Israel.

The conclusion emerging from the discussion is that L3 acquisition of English by the bilingual Russian-Hebrew speaking learners from the families of the Russian-speaking immigrants in Israel is characterized by positive parental attitudes towards high achievements in their children's overall schooling, including English as one of the main subjects. Moreover, the findings show that in the case of the Russian-Hebrew bilingual learners in Israel, L3 acquisition of English is not necessarily connected to the parental involvement in L3 acquisition. Instead, learners' high achievements in the English language, as one of the main school subjects, imply

that pertaining to the Russian-speaking community in Israel, parental involvement in children's overall schooling predicts children's acquisition of L3 English. Additionally, the findings show that L3 acquisition of English by bilingual Russian-Hebrew speaking learners is not always bound to the family's SES whilst pertaining to the Russian-speaking community in Israel but is driven by the parents' high aspirations for their children's success in life. Furthermore, the conclusions that emerged from the discussion show that L3 acquisition of English by bilingual Russian-Hebrew speaking learners is associated with the learners' perception of their ethno-cultural identity. In other words, when learners believe that they are members of the Jewish-Israeli community and culture, Hebrew performs as their main source language for CLI in the process of L3 acquisition of English. At the same time, if children see themselves as Russians and associate themselves with the Russian culture, Russian becomes their source language for linguistic transfer. The research also shows that L3 acquisition of English by bilingual Russian-Hebrew speaking learners is not influenced by their main home language per se but rather by the language they identify with. Therefore, learners' ethno-cultural background determines their linguistic preference which in turn affects acquisition of L3.

V.1.2 Factual conclusions emerging from the research question 2 and hypothesis 2

Research question 2: To what extent does a linguistic factor, namely, Cross Linguistic Influence (CLI), predict the acquisition of English as L3 by bilingual children?

Research hypothesis 2: It was predicted that the linguistic factor, namely CLI, influences the acquisition of English as L3 by Russian-Hebrew bilingual children in Israel.

This hypothesis was confirmed since a particular aspect of Lexical Transfer from Hebrew has a positive influence on the acquisition of English as L3 by bilingual children. Namely, Semantic Extensions from Hebrew facilitates learners' oral production in L3 English.

The conclusion emerging from the discussion is that if source and target languages share semantically corresponding lexical items, a facilitative effect of CLI in L3 acquisition is foreseeable.

On the other hand, another instance of Lexical Transfer from Hebrew, i.e. Transfer Lapses, has a negative effect on L3 English. That is, insertion of the non-target items from Hebrew into English utterances which results in an inadequate language activation leading to an inaccurate TL production.

The conclusion emerging from the discussion is that transfer of non-target Hebrew words into the English language indicates a non-facilitative impact of CLI in L3 acquisition of English by Russian-Hebrew speaking bilinguals.

Furthermore, a comprehensive Lexical Transfer from Russian into English has a negative influence on L3 English acquisition in the case of Russian-Hebrew speaking bilingual children. Learners tend to transfer lexical items from Russian into English based on perceived typological similarities between the two languages. However, since Russian and English are typologically distant languages, CLI has a negative impact on L3 acquisition of English.

V.1.3 Factual conclusions emerging from the research question 3 and hypothesis 3

Research question 3: To what extent do young bilingual learners from the Russian-speaking families in Israel benefit from their knowledge of Russian while learning English as L3?

Research hypothesis 3: It was predicted that the more proficient learners are in Russian, the greater influence it will have on their L3 acquisition.

This hypothesis was refuted by the findings, namely, proficiency in the Russian language does not predict acquisition of English as L3. In other words, based on this study's findings, the fact that learners acquired Russian as L1 and are capable of using it effectively, does not correspond with their knowledge of English as L3.

The conclusion emerging from the discussion is that in the case of the Russian-Hebrew speaking bilinguals in Israel, knowledge of the Russian language is not beneficial for L3 English learning. It is owing to the fact that L2 Hebrew, which is a learners' dominant language, blocks access to L1 Russian. Also, since Russian-Hebrew speaking children are mostly illiterate in the Russian language, they cannot benefit from knowing it while learning English as L3. Eventually, in the process of L3 acquisition of English learners cannot gain from their knowledge of Russian since the two languages are typologically distant. Thereby, learners' Russian proficiency does not promote L3 English acquisition.

V.1.4 Factual conclusions emerging from the research question 4 and hypothesis 4

Research question 4: How do previously acquired languages, namely Russian and Hebrew, affect acquisition of English as L3 by young bilingual learners?

Research Hypothesis 4: It was assumed that the Russian language affects L3 acquisition of English in the area of lexis whilst the Hebrew language affects L3 acquisition of English in the area of syntax.

This hypothesis was partially confirmed. It was expected that the Russian language has a positive effect on the English vocabulary acquisition, while in reality, its impact was found to be negative. In other words, learners' knowledge of the Russian language does not promote L3 vocabulary acquisition, but instead causes erroneous L3 English oral production. That is, when lexical transfer from Russian to English is represented by the means of Interactional Strategies, it implies that learners' knowledge of English is inadequate, and learners cannot convey complete messages in L3 only. Also, an inclusion of non-target words into a target language utterance as in the cases of Transfer Lapses, suggests that learners' knowledge of a TL vocabulary is not enough to produce a correct comprehensible phrase in a target language. In addition, learners' tendency to overgeneralization of word's semantic properties, as in the cases of Semantic Extensions, impede L3 acquisition rather than support it. However, this type of transfer was almost nonexistent in the case of this study. Finally, learners' underdeveloped metalinguistic abilities could be the reason for the negative influence of Russian on L3 English lexis. Putting it differently, because of their young age learners were not able to perform a comparative analysis between two languages in order to profit from certain properties two languages have in common.

The conclusion emerging from the discussion is that L3 learners tend to rely on their L1 Russian in L3 English production when their L3 knowledge is scanty, and whilst L1 facilitates communication, it does not contribute to L3 vocabulary acquisition.

Also, the assumption that Hebrew influences L3 English acquisition in the area of syntax was refuted. That is, whereas it was believed that learners rely on L2 Hebrew for affirmative sentence structure as well as for the noun-copula-adjective constructions in L3 English, in practice, no correlation between Hebrew syntax and L3 English acquisition was found. Meaning, L2 Hebrew grammar does not influence L3 English grammar which develops independently of learners' linguistic background. Therefore, it was concluded that L3 acquisition of English by bilingual Russian-Hebrew speaking learners is not associated with their previous knowledge of L2 syntax.

V.2 Conceptual Conclusions: Rethinking L3 acquisition by bilingual Russian-Hebrew speaking children in Israel

The conceptual conclusions arising from the current research allow for the emergence of an evidence-based model that can describe and explain the process of L3 English acquisition by bilingual Russian-Hebrew speaking children born to the Russian-speaking immigrants living in Israel. Figure V.1 presents the model.

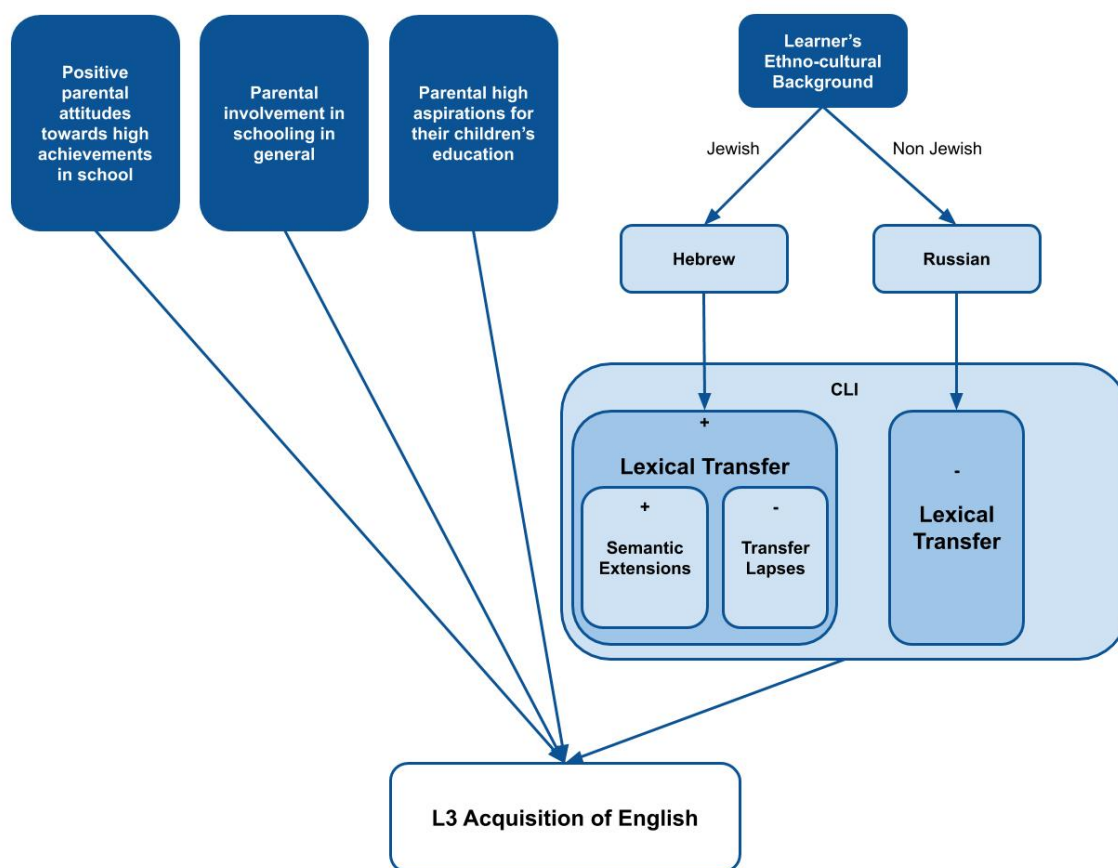


Figure V.1: Model of L3 English acquisition within the Russian immigrant community in Israel

Figure V.1 shows that acquisition of English as L3 by bilingual Russian-Hebrew speaking children comprises four main elements. Three elements depict the parents' role in their children's L3 acquisition. In other words, when parents exhibit positive attitudes towards English, when they are highly involved in their children's functioning in school, and when they express high aspirations regarding their children's success in school, then all these elements facilitate their children's L3 acquisition. As for the fourth element, namely, Cross-Linguistic Influence which is the linguistic aspect involved in L3 acquisition, it is determined by the learners' ethno-cultural background. In other words, learners raised in the Jewish families in Israel associate themselves with the Jewish - Israeli culture and use Hebrew as the main source language for the linguistic transfer. Since the overall Lexical Transfer from Hebrew results in a positive transfer, it is safe to claim that in the case of this study, CLI from Hebrew facilitates L3 acquisition of English.

On the other hand, learners raised in the Non-Jewish families in Israel associate themselves with the Russian culture and use Russian as the main source language for the linguistic transfer. Owing to the fact that comprehensive Lexical Transfer from Russian has to a negative effect

on L3 production, it implies that in the case of the current study, CLI from Russian has a non-facilitative impact on L3 acquisition of English. Thus, the combination of the ethno-cultural elements with the linguistic ones creates a synergy that can promote L3 acquisition of English as a subject in school among bilingual children.

This is a modular model as it pertains to the children from the Russian-speaking families learning English as a foreign language in the Russian immigrant community with Hebrew as the main language of school instruction. Furthermore, this model is integrative because it comprises three aspects, i.e. ethno-cultural, psychological and linguistic, which affect acquisition of L3 English. Finally, the model is humanistic since it considers learners' social and psychological being as a crucial factor for L3 learning.

V.3 Practical Implications and Recommendations

My practical experience as an English teacher for more than two decades, as an educator for English teachers, and as a member of the Russian community in Israel shows me that the model developed in this research can have implications for English teachers, for teacher educators and for parents of Russian-Hebrew speakers of children learning English as L3. The list of recommendations below can offer a glimpse on those implementation ideas.

V.3.1 Practical implications for parents

1. Parents who wish their children to do well in English should show interest in the process of L3 learning by keeping in touch with the teachers of English, initiating parent-school encounters to discuss their children's progress in L3 learning as well as familiarizing themselves with the English Curriculum.
2. Parents who have high hopes for their children's L3/FL education should create a supportive environment for language learning. In other words, parents have to ensure that children have easy access to movies, songs and books in English.
3. Parents who want their children to excel in L3/FL acquisition, should be involved in the process of language learning. To that end, parents should provide their children with any type of assistance, i.e. help children with their English tasks either themselves or by the means of external sources.
4. Parents who want their children to master English should encourage language learning through their own linguistic behaviour. That is, parents who use English either for work or

pleasure, exemplify the usefulness of the language, which in turn motivates children to acquire it.

5. Parents who want their children to acquire foreign languages should keep in mind that language acquisition might be conditioned to learners' ethno-cultural background. Therefore, parents should not convey obscure messages regarding their ethno-cultural affiliation which might prevent children from developing their ethno-cultural identity.

V.3.2 Practical implications for teachers of English as L3

1. Teachers who want to promote acquisition of English as L3 by bilingual learners should be aware of learners' ethno-cultural and linguistic backgrounds, hence cooperation between teachers and parents is vital.

2. Teachers who want to promote acquisition of English as L3 by bilingual learners should consider learners' ethno-cultural and linguistic backgrounds as part of the instruction. Namely, teachers should employ comparative analysis whenever is feasible, especially while teaching grammatical structures.

3. Teachers who want to promote acquisition of English as L3 by bilingual learners should involve learners' parents, i.e. initiate parent-school conferences to discuss children's progress in L3 learning as well as familiarize parents with the English Curriculum, requirements and set expectations.

4. Teachers who want to promote acquisition of English as L3 by bilingual learners should encourage their learners to read books and magazines, watch movies and listen to songs in English. To that end, teachers must dedicate time to the above activities during the school day.

5. Teachers who want to promote acquisition of English as L3 by bilingual learners should expose their learners to the language as it is used in life-like situations. For example, teachers can incorporate encounters with native English-speakers as part of their teaching routine.

V.4 Limitations of the Research Approach

This research employed a mixed methods approach, which entails high level of knowledge in conducting both qualitative and quantitative research. Hence, in order to ensure the strength of the findings, the researcher adopted the highest standards of rigor in considering the best methods and tools in collecting and analyzing the data. Namely, a questionnaire validation as well as quantitative data analysis were performed with the assistance of an expert in the field of quantitative analysis. As for the content analysis, a second rater (i.e. a bilingual instructor of

English) was involved in order to ensure objectivity of coding criteria and further quantitative data analysis.

V.5 Contribution to Knowledge

This investigation focused on various aspects of L3 acquisition. It added some knowledge regarding the factors affecting L3 acquisition by bilingual children in an immigrant context.

V.5.1 Contribution to theoretical knowledge

L3 acquisition evidence-based model which emerged from this research is original in its kind and filled the gap in knowledge in this field. Therefore, the new model embodies contribution to knowledge in the area of language acquisition in general and English as L3 in particular.

First of all, this model sheds some light on importance of the ethno-cultural background and its impact on L3 acquisition. Namely, learners' ethno-cultural background determines a source language for CLI.

Secondly, the model shows that the impact of CLI on L3 acquisition is conditioned to the source language relied upon for the linguistic transfer.

Thirdly, this model emphasizes the importance of parental attitudes towards children's high achievements in school, parental involvement in children's schooling as well as parental high hopes for their children's education all of which predict L3 acquisition.

V.5.2 Contribution to practical knowledge

L3 acquisition evidence-based model might be employed by educational authorities from the Language Departments as a foundation for developing new methods for teaching L3 English to bilingual children. Also, the new model can guide bilingual instructors with the ethno-cultural and linguistic backgrounds similar to the one of the students to employ comparative analysis as part of their teaching techniques. In addition, the model can guide parents on how to motivate their children to invest time in L3 English learning to assure children's high achievements in school.

V.6 Future Research

1. It is recommended to conduct the research while adding the parents' point of view. To this end, semi-structured interviews on how parents perceive L3 acquisition should be conducted.

2. It is recommended to conduct the research while adding the teachers' perspective in order to learn how language instructors perceive L3 acquisition of English by bilingual children from the Russian-speaking families. To that end, semi-structured interviews or/and closed-ended questionnaires might be used.
3. It is recommended to expand the research sample by conducting a similar type of investigation among bilingual children residing in other areas of Israel.

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Appendix 1: English Proficiency Test

SIXTH GRADE DIAGNOSTIC TEST

Name _____

Class _____

1. Listen to the word your teacher says and circle the letter you hear at the beginning of the word.

1. הקשיבו למילה שהמורה אומרת וסמנו בעיגול את האות ששומעים בתחילת המילה.

(6 points)

1.	f	t	h
2.	m	n	w
3.	p	q	b

2. Listen to the word your teacher says and circle the sound of the letter/s that you hear at the beginning of the word.

2. הקשיבו למילה שהמורה אומרת וסמנו בעיגול את הצליל של האות/אותיות ששומעים בתחילת המילה.

(6 points)

1	ch	sh	cl
2	fl	fr	th
3	br	dr	cr

3. Circle the words the teacher says in each row.

3. סמנו בעיגול את המילה בכל שורה שהמורה אומרת.

(8 points)

1.	red	deep	dear	read
2.	horse	how	house	hose
3.	wow	how	now	cow
4.	fair	fan	fame	faint

4. Circle the word that rhymes with the word the teacher says. Listen to the example.

4. הקיפו בעיגול את המילה שמתחרזת עם המילה שהמורה אומרת. ראו דוגמא.

(10 points)

Example:

pot	pen	net
-----	-----	-----

1.	cake	mat	can
2.	bit	live	like
3.	rich	light	chips
4.	four	rule	fun
5.	show	shoe	blue

5. Write the sentence the teacher says.

5. כתבו את משפט שהמורה אומרת.

(8 points)

6. Match one word from the word bank to each word family.

6. התאימו מילה אחת לכל קבוצה ממחסן המילים. שימו לב לדוגמה.

(14 points)

shoes	happy	play	teacher
flower	fish	tennis	bus
school	duck	October	Tuesday

Example :	dog	cat	cow	<u>duck</u>
1. salad	milk	cheese	_____	
2. house	library	shop	_____	
3. sad	tall	funny	_____	
4. run	read	walk	_____	
5. jacket	sweater	shirt	_____	
6. taxi	car	train	_____	
7. April	August	May	_____	

7. Circle the sentences that match the picture.

7. הקיפו את המספר שמתאים לתמונה.

(16 points)

1. The boy is tired. He is sleeping.
2. The boy is happy. He is playing.
3. The boy is busy. He is doing homework.



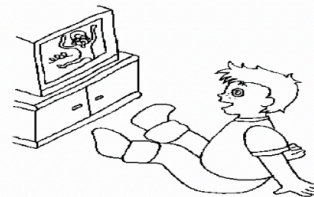
1. It is summer. It's hot outside.
2. It is winter. It's cold outside.
3. It is night. It's dark outside.



1. I am thirsty. I want to drink.
2. I am bored. I want to go swimming.
3. I am hungry. I want to eat.



1. He is sitting on a chair and watching TV.
2. He is standing near a table and watching TV.
3. He is sitting on the floor and watching TV.



8. Read and answer the questions in Hebrew.

8. קראו וענו בעברית.

(10 points)

The Happy BOOK Shop



☺ Buy two boxes of colors and get free Harry Potter stickers.

💻 Buy two computer games for only 100 shekels.

Open: From nine o'clock in the morning to eight o'clock in the evening.

Address: 12 Yovel Street Haifa.

Tel: 04 - 688 3561

1. איך ניתן לקבל מדבקות במתנה? _____

2. מה עולה 100 שקלים? _____

3. מה שעות הפתיחה והסגירה של החנות? _____

4. מה הכתובת של החנות? _____

5. מה עוד ניתן לקנות בחנות זו? בחרו בתשובה הנכונה:

א. פירות ב. נעלי ספורט ג. ספרים ד. אופניים

9. Read the text and answer the questions in Hebrew.

9. קראו את הטקסט וענו על השאלות בעברית.

(14 points)

Mr. Adams is a sheep farmer in Australia. He has an unusual pet. It loves Mr. Adams.	He was worried about Mr. Adams.
Last Monday, Mr. Adams was working on his farm. His <u>pet</u> , Skippy, was with him.	Skippy jumped back to the house. He knocked on the door. Mrs. Adams opened the door. Skippy went back to Mr. Adams with Mrs. Adams.
Suddenly, a tree fell on Mr. Adams. His leg <u>was hurt</u> . Mr. Adams needed help.	Skippy, the kangaroo, helped save Mr. Adams.
Skippy saw that Mr. Adams was hurt.	Lucky Mr. Adams!
	From "Sidney News" - 22/09/2016

1. במה עוסק מר אדמס?

2. קטע זה יכול להופיע ב-

- (א) אסופת מכתבים (ב) עיתון (ג) אנציקלופדיית חיות (ד) יומן מסע

3. בחרו כותרת מתאימה לקטע:

1. Mr. Adams and His Sheep
2. Pet Saved Farmer
3. Farms in Australia
4. Mr. and Mrs. Adams

4. פרשו את 2 המילים הבאות ע"פ ההקשר בקטע:

- pet** (א) את חפירה (ב) פועל (ג) חיית מחמד (ד) חיית טרף
was hurt (א) לב (ב) נפצע (ג) חם (ד) נפל

5. איזו חיה הצילה את מר אדמס?

6. איזה משפט מתאים ביותר להוסיף לקטע?

1. Mrs. Adams called an ambulance.
2. Mr. and Mrs. Adams sent Skippy to the zoo.
3. The weather is hot in Australia.

10. Your mother is not home when you arrive from school. Leave her a note saying you are at your friend Gal's house studying for an English test.

10. אימא שלך לא בבית כשהגעת הביתה אחרי הלימודים. השאירי לה פתק שהלכת לבית של חברך גל כדי להתכונן ל מבחן באנגלית.

(8 points)

1. How can you get stickers?
 2. What costs 100 shekels?
 3. What are the opening hours?
 4. What is the shop's address?
 5. What else can you buy in this shop? Choose the correct answer:
a. fruit b. sneakers c. books d. bicycle
-
1. What does Mr. Adams do for living?
 2. This text can appear in:
a. letter collection b. newspaper c. animal encyclopedia d. travel journal
 3. Choose the most suitable title for this text.
 4. Translate the following 2 words according to the context.
 5. What animal saved Mr. Adams?
 6. Which phrase fits the text?

Appendix 2: Closed-ended questionnaire (original and English translation)

שאלון להורים

הורה יקר,

שמי איזבלה רוס-סוקולובסקי ואני דוקטורנטית בחוג לבלשנות באוניברסיטת Babes-Bolyai בקלוז' - נפוקה, רומניה. במסגרת לימודי לקראת קבלת תואר PhD, אני עורכת מחקר העוסק ברכישת השפה האנגלית בקרב תלמידי כיתה ו'.

אודה לך אם תקדישי/י מספר דקות למילוי השאלון, באופן כנה ובמלוא תשומת לב. הנך מתבקש/ת לענות על כל השאלות, אך אם שאלה מסוימת מעוררת בך אי-נוחות, ניתן לדלג עליה. חשוב להדגיש כי במחקר זה אין תשובות נכונות או לא נכונות, התשובה הנכונה היא זו שמשקפת את דעתך האישית ותשובות כנות חשובות להצלחת המחקר. השאלון הינו אנונימי והמידע ישמש לצרכי מחקר בלבד. השאלון מנוסח בלשון זכר מטעמי נוחות בלבד, אך פונה לשני המינים. מילוי השאלון והגשתו מהווים הסכמה להשתתפות במחקר, זאת מבלי לגרוע מזכותך להפסיק את השתתפותך בכל עת.

אני מודה לך מראש על שיתוף הפעולה ונכונותך להשתתף במחקר.

לשאלות אודות המחקר ניתן לפנות לכתובת המייל: izabella.sokolovsky@gmail.com

חלק א': שאלון עמדות הורים כלפי אנגלית כשפה זרה
 בחלק זה של השאלון, הנך מתבקש להתייחס לתפיסתך אודות אנגלית כשפה זרה. סמן את התשובה המתאימה ביותר בכל אחת מהשאלות:

במידה רבה מאד	במידה רבה	במידה חלקית	במידה מועטה	כלל לא	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 באיזו מידה הינך נהנה מצפייה בסרטים ותוכניות טלוויזיה בשפה האנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 באיזו מידה לדעתך ידע בשפה האנגלית יכול לתרום לקריירה?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 באיזו מידה הינך נהנה מלשמוע את השפה האנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 באיזו מידה הינך נהנה מלשמוע שירים בשפה האנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 באיזו מידה הינך נהנה מתקשורת עם אנשים דוברי אנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6 באיזו מידה חשוב לך לתקשר בשפה האנגלית בזמן שהותך בחו"ל?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 באיזו מידה חשוב לך לשלוט בשפה האנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 באיזו מידה חשוב לך שהילדים שלך ידעו את השפה האנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9 על פי דעתך, באיזו מידה שליטה בשפה האנגלית יכולה לתרום להצלחה בחיים?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10 באיזו מידה חשוב לך להיות מסוגל לנהל שיח בשפה האנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11 באיזו מידה חשוב לך ליצור קשרים עם אנשים דוברי אנגלית?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12 באיזו מידה הנך מסכים עם האמירה שהשפה האנגלית הינה שפה מורכבת וקשה מדי ללמידה?

חלק ב': שאלון עמדות הורים כלפי למידת אנגלית כשפה זרה
 סמן את התשובה המתאימה ביותר בכל אחת מהאפשרויות:

חשוב מאוד ללמוד את השפה האנגלית מפני ש...

כלל לא	במידה מועטה	במידה חלקית	במידה רבה	במידה רבה מאוד		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	יש לכך השפעה רבה על הקריירה של בן אדם
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	כל אחד צריך לדעת לפחות שפה זרה אחת
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	חייבים לדעת את השפה על מנת לבקר בחו"ל
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	זהו אחד מהמקצועות היותר חשובים שנלמדים בבית הספר
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	אנשים שיודעים אנגלית הינם אנשים שמצליחים בחיים
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	זו חוויה מעשירה ומעניינת
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	אנשים סביבי נוטים לחשוב שחשוב לדעת אנגלית כשפה זרה
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	חשוב לדעת להתבטא בחופשיות בשפה האנגלית
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	אנשים ששולטים באנגלית כשפה זרה הינם אנשים משכילים
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	למידת שפות זרות תורמת להתפתחות קוגניטיבית
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	שליטה בשפה האנגלית מאפשרת תקשורת עם מגוון רחב של אנשים
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	חשוב לדעת את השפה האנגלית היות וזוהי השפה הנחוצה ביותר לתקשורת בינלאומית
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	למידת אנגלית בגיל צעיר תורמת להתפתחות הקוגניטיבית של הילד
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14	שליטה בשפה האנגלית הכרחית להצלחה העתידית של הילד
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	חשוב שהילד ישלוט בשפה האנגלית

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	תרגול רב יתרום לשליטה בשפה האנגלית	16
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ידע של השפה האנגלית יתרום לעתידו של הילד	17
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	שליטה בשפה האנגלית תרמה להצלחות שלי בחיים	18

חלק ג': שאלון עמדות כלפי למידת אנגלית כשפה זרה ע"י ילדים הלומדים בבית ספר יסודי
הקף את התשובה המתאימה ביותר בכל אחת מהאפשרויות:

1. אני מעודד את הילד שלי להשקיע בלימודי אנגלית						
נכון מאוד	5	4	3	2	1	לא נכון כלל
2. אני מעודד את הילד שלי להשקיע כמה שיותר בתרגול של השפה האנגלית						
נכון מאוד	5	4	3	2	1	לא נכון כלל
3. אני מדגיש את חשיבותה של השפה האנגלית בשיחות עם הילד שלי						
נכון מאוד	5	4	3	2	1	לא נכון כלל
4. אני עושה את המיטב על מנת לעזור לילד שלי בלימודי אנגלית						
נכון מאוד	5	4	3	2	1	לא נכון כלל
5. אני משתדל לעזור לילד שלי עם שיעורי בית באנגלית						
נכון מאוד	5	4	3	2	1	לא נכון כלל
6. אני מעודד את הילד שלי ללמוד אנגלית גם מחוץ למסגרת הבית ספרית (שיעורים פרטיים, חוגים, בית ספר קיץ בחו"ל)						
נכון מאוד	5	4	3	2	1	לא נכון כלל
7. אני מתעניין בתכנית לימוד השפה האנגלית הבית ספרית						
נכון מאוד	5	4	3	2	1	לא נכון כלל
8. אני מעודד את הילד שלי לבקש עזרה מהמורה לאנגלית						
נכון מאוד	5	4	3	2	1	לא נכון כלל

9. אני מודע לתכנית הלימודים הבית ספרית באנגלית

נכון מאוד	5	4	3	2	1	לא נכון כלל
-----------	---	---	---	---	---	-------------

10. אני נפגש עם המורה לאנגלית יותר מפעמיים במהלך שנת הלימודים על מנת לחשוב יחד כיצד ניתן לקדם את הילד שלי בתחום לימודי השפה האנגלית

נכון מאוד	5	4	3	2	1	לא נכון כלל
-----------	---	---	---	---	---	-------------

11. אני תמיד מבקש לדעת מה נלמד בשיעור אנגלית

נכון מאוד	5	4	3	2	1	לא נכון כלל
-----------	---	---	---	---	---	-------------

12. אני מעודד את הילד שלי לצפות בסרטים ובתוכניות טלוויזיה בשפה האנגלית

נכון מאוד	5	4	3	2	1	לא נכון כלל
-----------	---	---	---	---	---	-------------

13. אני מעודד את הילד שלי לשמוע שירים בשפה האנגלית

נכון מאוד	5	4	3	2	1	לא נכון כלל
-----------	---	---	---	---	---	-------------

14. אני מעודד את הילד שלי לקרוא ספרים באנגלית

נכון מאוד	5	4	3	2	1	לא נכון כלל
-----------	---	---	---	---	---	-------------

15. לרוב, אני עוזר לילד שלי ללמוד לקראת בחנים ומבחנים באנגלית

נכון מאד	5	4	3	2	1	לא נכון כלל
----------	---	---	---	---	---	-------------

חלק ד': שאלון סוציו - דמוגרפי

1. מין:

<input type="checkbox"/>	זכר
<input type="checkbox"/>	נקבה

2. גיל: _____

3. לאום:

<input type="checkbox"/>	יהודי
<input type="checkbox"/>	מוסלמי
<input type="checkbox"/>	נוצרי
_____	אחר:

4. ארץ לידה:

<input type="checkbox"/>	ישראל
<input type="checkbox"/>	ברה"מ לשעבר
_____	אחר:

5. במידה ונולדת מחוץ לגבולות ישראל, ציין שנת עלייה: _____

6. מהי השפה המדוברת ביותר בבית?

<input type="checkbox"/>	עברית
<input type="checkbox"/>	רוסית
_____	אחר:

7. מצב משפחתי:

<input type="checkbox"/>	נשוי/ה
<input type="checkbox"/>	רווק/ה
<input type="checkbox"/>	גרש/ה
<input type="checkbox"/>	פרוד/ה
<input type="checkbox"/>	חד הורית
<input type="checkbox"/>	אלמן/ה

8. השכלה:

<input type="checkbox"/>	תיכנית לא מלאה
<input type="checkbox"/>	תיכנית מלאה
<input type="checkbox"/>	תואר ראשון
<input type="checkbox"/>	תואר שני
<input type="checkbox"/>	תואר שלישי
_____	אחר

9. תעסוקה:

<input type="checkbox"/>	עצמאי
<input type="checkbox"/>	עובד בתעשייה
<input type="checkbox"/>	עובד בהייטק
<input type="checkbox"/>	עובד בשירות הציבורי
<input type="checkbox"/>	עובד בתחום הרפואה
<input type="checkbox"/>	עובד בתחום ההוראה
_____	אחר

10. לפי נתונים סטטיסטיים לשנת 2018, הכנסה כספית נטו לנפש במשפחה בממוצע הינה 4,774 ש"ח לחודש, כלומר ההכנסה החודשית נטו במשפחה היא:

משפחה בת 2 נפשות	הכנסה חודשית כוללת של 9,548 ש"ח נטו
משפחה בת 3 נפשות	הכנסה חודשית כוללת של 14,322 ש"ח נטו
משפחה בת 4 נפשות	הכנסה חודשית כוללת של 19,096 ש"ח נטו
משפחה בת 5 נפשות	הכנסה חודשית כוללת של 23,870 ש"ח נטו
משפחה בת 6 נפשות	הכנסה חודשית כוללת של 28,644 ש"ח נטו

מהי ההכנסה החודשית נטו במשפחתך?

<input type="checkbox"/>	הרבה מתחת לממוצע הארצי
<input type="checkbox"/>	מתחת לממוצע הארצי
<input type="checkbox"/>	ממוצע הארצי
<input type="checkbox"/>	מעל הממוצע הארצי
<input type="checkbox"/>	הרבה מעל הממוצע הארצי

11. מספר ילדים במשפחה:

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5
<input type="checkbox"/>	6 ויותר

תודה רבה על שיתוף הפעולה!

Questionnaire for parents

Dear parent,

My name is Izabella Ross-Sokolovsky and I am a PhD student in the Department of Linguistics at Babes-Bolyai University in Cluj-Napoca, Romania. As part of my doctoral studies, I am conducting a research on English language acquisition among sixth graders.

If you choose to participate in this investigation, please answer all questions as honestly as possible and return the completed questionnaires promptly. If a certain question makes you feel uncomfortable, you may skip it. It is important to emphasize that there are no right or wrong answers, the correct answer is the one that reflects your personal opinion. Your sincere answers will contribute to the success of the research.

The questionnaire is anonymous, and the obtained information will be used for the research purposes only. The questionnaire appeals to both genders though styled in a masculine gender.

Completing the questionnaire and submitting it to the researcher will be seen as your consent to participate in the study. Yet, your participation is strictly voluntary, and you may refuse to participate at any time.

Thank you for taking the time to assist me in my research. The data collected will provide useful information regarding acquisition of the English language in Israel.

For any questions regarding the study, please email me to: izabella.sokolovsky@gmail.com

Sincerely,

Izabella Ross-Sokolovsky

Part I: Parental Attitudes toward English as a Foreign Language

In this section of the questionnaire, you are asked to refer to your perception of English as a foreign language. Mark the most suitable answer to each of the questions:

		Strongly agree	Agree	Some what agree	Disagree	Strongly disagree
1	To what extent do you enjoy watching English movies and TV shows?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	To what extent do you think the knowledge of the English language contributes one's career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	To what extent do you enjoy listening to the English language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	To what extent do you enjoy listening to the songs in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	To what extent do you enjoy interacting with the English-speakers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	While abroad, to what extent is it important to you to speak English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	To what extent is it important to you to know English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	To what extent is it important to you that your children know English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	In your opinion, to what extent can knowledge of the English language contribute to the success in life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	To what extent is it important to you to be able to conduct a conversation in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	To what extent is it important to you to establish relationships with the English-speaking people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	To what extent do you agree with the statement that the English language is too complex and difficult to master?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Parental Attitudes Toward Learning English as a Foreign Language

Mark the most suitable answer out of the provided options:

It is very important to learn the English language because...

		Strongly agree	Agree	Some what	Disagree	Strongly disagree
1	It affects one's career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Everyone should know at least one foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	You must know the language in order to travel abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	This is one of the most important school subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	People who know English are people who succeed in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	It's an enriching and interesting experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	People around me tend to think that it's important to know English as a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	It is important to speak English fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	People who speak English as a foreign language are educated people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Learning foreign languages contributes to one's cognitive development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Fluency in the English language promotes communication with a wide range of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	It is important to know the English language as it is the language used for international communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Learning English at an early age contributes to the child's cognitive development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Knowing English is necessary for the child's future success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	It is important for a child to master the English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Practicing the language contributes to the English language proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17	Knowledge of the English language contributes to the child's future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Knowledge of the English language has contributed to my successes in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III: Parental Attitudes Toward Learning English as a Foreign Language by Elementary School Children

Choose the most suitable answer out of the provided options:

1. I encourage my child to learn English:						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
2. I encourage my child to invest as much as possible in practicing English						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
3. In conversations with my child, I always emphasize the importance of the English language						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
4. I do my best to help my child in his studies of English						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
5. I try helping my child with his English homework						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
6. I encourage my child to learn English outside the school setting as well (e.g., private lessons, classes, summer school)						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
7. I take interest in the English language school curriculum						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
8. I encourage my child to ask his English teacher for assistance						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
9. I am familiar with the English school curriculum						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
10. I have a parent-teacher conferences with the English teacher more than twice a year in order to discuss my child's progress in the English language studies						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
11. I always want to know what is taught in the English lessons						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
12. I encourage my child to watch movies and TV shows in English						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
13. I encourage my child to listen to the songs in English						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
14. I encourage my child to read books in English						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>
15. I usually help my child to learn towards English exams and quizzes						
Not true at all	1	2	3	4	5	<i>Absolutely true</i>

Part IV: Socio-demographic questionnaire

1. Gender:

male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age: _____

3. Nationality:

Jewish	<input type="checkbox"/>
Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>
Other	_____

4. Country of Origin:

Israel	<input type="checkbox"/>
Former Soviet Union	<input type="checkbox"/>
Other	_____

5. In case you were born outside of Israel, indicate a year of immigration:

6. What is the main home language?

Hebrew	<input type="checkbox"/>
Russian	<input type="checkbox"/>
Other	_____

7. Marital Status:

Married	<input type="checkbox"/>
Single	<input type="checkbox"/>
Divorced	<input type="checkbox"/>
Separated	<input type="checkbox"/>
Single parent	<input type="checkbox"/>
Widower	<input type="checkbox"/>

8. Education:

Incomplete High School	<input type="checkbox"/>
High School Diploma	<input type="checkbox"/>
B.A.	<input type="checkbox"/>
M.A.	<input type="checkbox"/>
PhD	<input type="checkbox"/>
Other	_____

9. Occupation:

Enterpriser	<input type="checkbox"/>
Industry	<input type="checkbox"/>
Hitech Industry	<input type="checkbox"/>
Public Service	<input type="checkbox"/>
Medical Service	<input type="checkbox"/>
Education	<input type="checkbox"/>
Other	_____

10. According to the statistics from 2018, the average income per a person in a family is NIS 4,774 per month, which means that family's monthly income is:

Total monthly income of NIS 9,548	Family of 2 persons
Total monthly income of NIS 14.322	Family of 3 persons
Total monthly income of NIS 19.096	Family of 4 persons
Total monthly income of NIS 23.870	Family of 5 persons
Total monthly income of NIS 28.644	Family of 6 persons

What is your family's monthly income?

Significantly lower than the average	<input type="checkbox"/>
Lower than the average	<input type="checkbox"/>
the average	<input type="checkbox"/>
Higher than the average	<input type="checkbox"/>
Significantly higher than the average	<input type="checkbox"/>

11. Number of children in a family:

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
and above 6	<input type="checkbox"/>

Thank you for your cooperation!

Appendix 3: Russian Proficiency Test (original and English translation)

Лексико-грамматический тест на знание Русского языка - Элементарный уровень
Адаптирован из:

MGU Russian Language Center <https://mgurussian.com/ru/learn/test-online/21/>

Инфоурок ведущий образовательный портал России

<https://infourok.ru/test-dlya-proverki-slovarnogo-zapasa-u-detey-v-let-535233.html>

Часть 1: ответь на вопросы

1. Как тебя зовут? _____
2. Сколько тебе лет? _____
3. Где ты живешь? _____
4. На каком языке ты разговариваешь с родителями?
 - а) На Русском
 - б) На Иврите
 - в) На другом языке (каком?) _____
5. На каком языке ты разговариваешь с бабушкой и дедушкой?
 - а) На Русском
 - б) На Иврите
 - в) На другом языке (каком?) _____
6. Ты умеешь читать на русском?
 - а) Да
 - б) Нет
 - в) Немножко
7. Ты умеешь писать на русском?
 - а) Да
 - б) Нет
 - в) Немножко
8. Ты смотришь передачи на русском языке?
 - а) Да
 - б) Нет
 - в) Иногда
9. У тебя есть домашние животные?
 - а) Да
 - б) Нет
10. Как зовут твоего лучшего друга/ твою лучшую подругу?

Часть 2 а: Выбери подходящее слово

1. Это солнышко. спит в тучке.



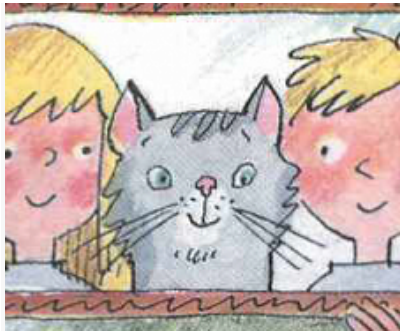
- А) оно
- Б) он
- В) она

2. Это девочка . У есть цветок.



- А) них
- Б) нее
- В) него

3. Это мы. А это кот.



- А) ваш
- Б) наш
- В) их

4. Это тетрадь...



- А) ь
- Б) и
- В) я

5. У Анны есть обезьянка. - А у тебя? - У меня нет ...



- А) обезьянке
- Б) обезьянки
- В) обезьянка

6. Я пишу письмо - ? Дану, другу моему!



- А) Кого?
- Б) Кому?
- В) Чему?

7. Вчера мы ели очень мороженое.



- А) вкусный
- Б) вкусное
- В) вкусная

8. Собака



- А) бежит
- Б) едет
- В) идет

9. Медведь ...



- А) идет
- Б) летит
- В) едет

10. Рыбки



- А) гуляют
- Б) плавают
- В) летают

11. Птичка ...



- А) плышет
- Б) летит
- В) бежит

12. Мама сына.



- А) несет
- Б) ведет
- В) везет

13. Мы едем-едем-едем На чём? или на ком? На поезде мы едем И на велосипеде, А если мы не едем, То мы пешком!



- А) прыгаем
- Б) идем
- В) бежим

14. Алиса умеет на пианино.



- А) танцевать
- Б) играть
- В) петь

15. Лев был на каникулах у бабушки в Африке. Там было очень: +35!



- А) холодно
- Б) тепло
- В) жарко

Часть 2 б: Выбери подходящее слово

1. Дани ... говорит по-русски .

- а) хорошо
- б) хорошее
- в) хороший

2. Летом в Тель Авиве бывает ... погода.

- а) жаркая
- б) жаркий
- в) жарко

3. Я очень люблю баскетбол, ... мой друг любит футбол.

- а) и
- б) но
- в) а

4. Дети любят гулять

- а) парк
- б) в парке
- в) в парк

5. Студенты должны ... в университет каждый день.

- а) идти
- б) ходят
- в) ходить

6. Это сестра

- а) Мишу
- б) Миша
- в) Миши

7. Лена часто рассказывает о

- а) своем брате
- б) свой брат
- в) ее брате

8. Летом мы часто купаемся ... море.

- а) на
- б) в
- в) у

9. Я не люблю писать

- а) карандашом
- б) с карандашом
- в) карандаш

10. Завтра я обязательно тебе

- а) позвоню
- б) звоню
- в) буду звонить

11. Как ... твоего брата?

- а) зовут
- б) зовется
- в) называется

12. Завтра я решил ... в кино.

- а) идти
- б) пойти
- в) иду

13. Это девочка, ... говорит по-французски.

- а) которое
- б) которая
- в) который

14. Это мужчина, ... знает все.

- а) которая
- б) который
- в) которое

15. Мой друг завтра едет в

- а) Америку
- б) Америке
- в) Америка

16. Это сказка о ...

- а) три медведи
- б) трех медведях
- в) трех медведь

17. Магазин откроется ...

- а) пятого Мая
- б) пятое Мая
- в) пятый Май

18. Я не знаю, ... учитель.

- а) где
- б) что
- в) куда

19. Летом мы будем отдыхать ...

- а) два месяца
- б) на два месяца
- в) через два месяца

20. Завтра я иду в гости ...

- а) друг
- б) у друга
- в) к другу

21. Мы ходим в кино ...

- а) в каждую субботу
- б) каждая суббота
- в) каждую субботу

22. Я не люблю ... радио.

- а) слушать
- б) слышать
- в) слушаю

23. Мне нравится ...

- а) Оле
- б) Олю
- в) Оля

24. Студенты мечтают ...

- а) в каникулы
- б) о каникулы
- в) о каникулах

25. Мы не хотим играть ...

- а) на футбол
- б) футбол
- в) в футбол

Часть 3: В каждой строке написано пять слов. Четыре слова можно объединить в одну группу и дать ей название, а одно слово к этой группе не относится. Это "лишнее" слово надо исключить (зачеркнуть).

1. Река, озеро, море, мост, океан.
2. Кукла, медвежонок, песок, мяч, лопата.
3. Курица, петух, лебедь, гусь, кот.
4. Веселый, быстрый, грустный, вкусный, осторожный.
5. Стол, шкаф, ковер, кресло, диван.
6. Пальто, шапка, шарф, сапоги, шляпа.
7. Слива, яблоко, помидор, абрикос, груша.
8. Зима, апрель, весна, лето, осень.
9. Приехал, прибежал, укатился, приплыл.
10. Выбежал, вошел, вылетел, выскочил.

Part 4: Антонимы: «Скажи наоборот».

1. Большой –
2. Весёлый -
3. Тяжелый-
4. Длинный -
5. Высокий –
6. Чистый –
7. Холодный-
8. Небо –
9. Толстый –
10. Умный -

Russian Proficiency Test (lexis and grammar) - Elementary level

Adapted from:

- a) MGU Russian Language Center <https://mgurussian.com/ru/learn/test-online/21/>
- b) Infurok leading educational portal of Russia
<https://infurok.ru/test-dlya-proverki-slovarnogo-zapasa-u-detey-v-let-535233.html>

Part 1: Answer the questions:

1. What is your name? _____
2. How old are you? _____
3. Where do you live? _____
4. What language do you speak with your parents?
 - a) Russian
 - b) Hebrew
 - c) Another language (which?) _____
5. What language do you speak with your grandparents?
 - a) Russian
 - b) Hebrew
 - c) Another language (which?) _____
6. Can you read in Russian?
 - a) Yes
 - b) No
 - c) A little bit
7. Can you write in Russian?
 - a) Yes
 - b) No
 - c) A little bit
8. Do you watch programs in Russian?
 - a) Yes
 - b) No
 - c) Sometimes
9. Do you have any pets?
 - a) Yes
 - b) No
10. What is the name of your best friend _____

Part 2a: Choose the right word:

1. This is the sun. ... is sleeping in a cloud.



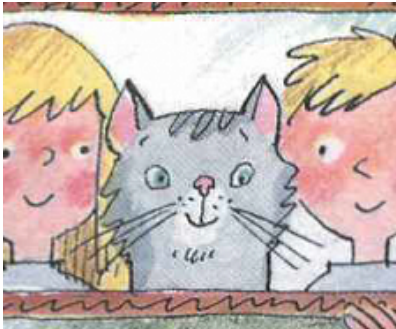
- a) It
- b) He
- c) She

2. This is a girl. ... has a flower



- a) They
- b) She
- c) He

3. These are us. And this is ... cat.



- a) your
- b) our
- c) their

4. These are notebook ... (the final sound changes due to inflection)



- a) “Ъ” (soft sign) (singular form)
- b) “И” /i/ (plural form)
- c) “Я” /ya/ (singular form)

5. Anna has a monkey. – Do you have a monkey? – I don't have a ...



- a) obezianke (to a monkey, dative case)
- b) obezianki (of a monkey, genitive case)
- c) obezianka (a monkey, nominative case)

6. I am writing a letter - ...? To Dan, my friend.



- a) Whom?
- b) To whom?
- c) To what?

7. Yesterday, we ate a very ... ice cream.



- a) vkusniy (tasty, masculine gender)
- b) vkusnoie (tasty, neuter gender)
- c) vkusnaya (tasty, feminine gender)

8. The dog is... .



- a) running
- b) driving/going
- c) walking/strolling

9. The bear is



- a) walking
- b) flying
- c) driving/going

10. The fish are



- a) strolling
- b) swimming
- c) flying

11. The bird is



- a) swimming
- b) flying
- c) running

12. The mother is ... her son.



- a) carrying
- b) leading
- c) driving

13. We are going, going, going. What? How? We ride a train, we ride a bike and if we do not ride, then we are ... by foot!



- a) jump
- b) walk/go
- c) run

14. Alice can ... a piano.



- a) dance
- b) play
- c) sing

15. Leo was on vacation at his grandmother's house in Africa. It was very ... : +35 degrees!



- a) cold
- b) warm
- c) hot

Part 2 b: Choose the correct word:

26. Dani speaks Russian ...
г) horosho (well; adverb)
д) horosheyeye (good; neutral gender)
е) horoshiy (good; masculine gender)
27. In the summer, it is very ... in Tel Aviv.
г) jarkaya (hot) (feminine gender)
д) jarkiy (hot) (masculine gender)
е) jarko (hot) (adverb)
28. I love basketball a lot, ... my friend loves football.
г) and
д) but
е) whereas
29. Kids love going for a walk
г) a park
д) in the park
е) to the park
30. Students must ... to the university every day.
г) go
д) going
е) to go
31. This is ... sister .
г) Misha
д) of Misha
е) Misha's
32. Lena frequently talks
г) about her brother
д) her brother
е) she brother
33. In the summer, we often swim ... the sea.
г) on
д) in
е) at
34. I don't like writing
г) with a pencil
д) in pencil
е) a pencil

35. Tomorrow, I will definitely ... you .
 r) call
 д) am calling
 e) will call
36. What ... your brother's name?
 r) is
 д) am
 e) be
37. I decided ... to the cinema tomorrow.
 r) go
 д) to go
 e) going
38. The girl, ... speaks French.
 r) kotoroe (who, neutral gender)
 д) kotoraya (who, feminine gender)
 e) kotoriy (who, masculine gender)
39. This is the man ... knows everything.
 a) kotoroe (who, neutral gender)
 b) kotoraya (who, feminine gender)
 c) kotoriy (who, masculine gender)
40. Tomorrow, my friend is going
 r) to America
 д) for America
 e) America
41. This is a tale about
 r) tree medviedya (three bears; nominative case)
 д) tree medviedyah (three bears; prepositional case; plural noun)
 e) tree medvied (three bear; prepositional case; singular noun)
42. The store will be open
 r) piatogo Maya (May the fifth; genitive case; masculine gender)
 д) piatyi Maya (May the fifth; genitive case; feminine gender)
 e) piatoye Maya (May the fifth; genitive case; neuter gender)
43. I don't know ... the teacher is.
 r) where
 д) what
 e) where... to
44. In the summer, we will have holidays
 r) for two months
 д) on two months
 e) after two months

45. Tomorrow, I am going to visit
 r) my friend
 д) my friend's
 e) to my friend
46. We go the movies ...
 r) kajduyu subbotu (on every Saturday; accusative case)
 д) kajdaya subbota (every Saturday; nominative case)
 e) kajduyu subbotu (every Saturday; accusative case)
47. I don't like... to the radio.
 r) to listen
 д) to hear
 e) am listening
48. I like
 r) Ole (dative case)
 д) Oliu (accusative case)
 e) Olia (nominative case)
49. Students are dreaming
 r) v kanikuli (on vacation)
 д) o kanikuli (at vacation)
 e) o kanikulah (about vacation; prepositional case)
50. We don't want to play
 r) at football
 д) in football
 e) football

Part 3: There are five words in every line. Only four words can be combined into a group and be given a name, while one word does not belong to this group. This “extra” word should be crossed out.

1. River, lake, sea, bridge, ocean.
2. Doll, bear, sand, ball, shovel.
3. Chicken, rooster, swan, goose, cat.
4. Cheerful, fast, sad, tasty, cautious.
5. Table, wardrobe, carpet, armchair, sofa.
6. Coat, hat, scarf, boots, hat.
7. Plum, apple, tomato, apricot, pear.
8. Winter, April, spring, summer, autumn.
9. Came, ran, rolled, sailed.
10. Ran out, entered, flew out, jumped out.

Part 4: Antonyms: “Say the opposite.”

11. big –
12. happy -
13. heavy-
14. long -
15. tall –
16. clean –
17. cold-
18. sky –
19. fat –
20. smart -

Appendix 4: Transcript of recordings

Participant	Text	Interactional strategy	Transfer lapses	Semantic Extension	Syntactic Transfer
E.	<p>The boy and dog are in the home, in the room. Как правильно сказать комната кого-то? [How to say correctly “someone’s room”?] (Me: boy’s room). The boy and the dog как посмотреть [How to say <i>look</i>?]? Ah, okay, looking at the frog. It’s night because I look in the window and see moon. In the boy room he have there light. Я не знаю как будет вот это... The frog (----) in the jar. Так, да... The boy and the frog sleep on the bed ...как будет в это время? [How to say “at the same time?”] (Me: At the same time). E.: At the same time, the frog escape from the jar. I saw a forest, I think it, the frog, lived in the forest. When the morning comes, the boy and dog see that как будет что кто-то пропал? [How to say that someone disappeared?] (Me: disappeared). The</p>	<p>1.Как посмотреть? 2.Как правильно сказать “комната кого-то”? 3.Я не знаю как будет “Вот это” 4. Как будет “в это время”? 5.Как будет что “кто-то пропал”? 6.Начинают 7.Застрял 8. Как будет дырка? Я всегда забываю [meta]. 9. Как будет нападать? 10. Как будет типа “летят за...”? 11. Как это будет?</p>	<p>1.Так, да... 2. Да х 2 3. А dog застрял</p>	<p>1.The boy and dog are in the <i>home</i>. 2.In the boy room he <i>have</i> there light. 3. The boy and the dog look for the frog <i>in</i> the window</p>	<p>1.In the boy room he have there light. 2.The frog (----) <u>in</u> the jar. 3.The frog (----) not in the jar. 4. From the window and the dog fall down from the window. 5. the dog (----) happy</p>

<p>frog disappeared. The frog (----) not in the jar. The boy, the dog... начинают... (E. stumbles, seems puzzled, I prompt: Begin? Start? E. nods his head in agreement) Да! ... start to look for a frog. In the room. A dog застрял in the jar. The dog look in the boot. The boy and the dog look for the frog in the window...from the window and the dog fall down from the window. The jar is broken and the dog (----) happy because the boy help. The boy is mad because a dog fall down. After that, the boy and the dog look for the frog in the forest and the как будет дырка? [How to say "hole?"] Я всегда забываю [I keep forgetting] (Me: hole) in the hole. The boy look for the frog in the hole ... да...and как это будет? [How to say this?] (Me: beehive). Beehive and the dog see_ a beehive and start play_ with the bees. And the gofer bit _ nose of the boy... the boy's nose. And the bees start как будет нападать?</p>				
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	<p>[How to say “attack?”] (Me: attack) attack the dog. The beehive falls down and the bees как будет типа летят за...? [How to say “fly after”?]... (Me: chase) Chase the dog.</p>				
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Overall tokens	Tokens in English	Total number of transfers	Transfer from Russian	Transfer from Hebrew	Interactional	Transfer lapses	Semantic Extensions	Syntactic
275	236	22	22	0	11	3	3	5