

**The Effect of a Foreign Language on the First One:
A comparative study of the effect of English on Arabic in the writing
skills of female students in grade six in the Kingdom of Saudi Arabia.**



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Literature at the University of Bahrain in Partial Fulfillment
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DECLARATION

I declare that this work is the result of my own investigation and that it has not already been accepted in substance for neither any degree, nor it is being currently submitted for any degree.

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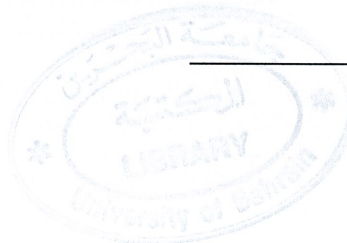
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SPECIAL DEDICATION

*I dedicate my thesis to His His Majesty **KING HAMAD BIN ISA AL KHALIFA** of the Kingdom of Bahrain in recognition and admiration of his continued efforts and never ending concern to make the Kingdom of Bahrain the first Modern constitutional democracy among all Arab Countries. It is through the very distinctive cultivation of talented and gifted youth promoted and supported by His Majesty that Bahrain will be able to take its rightful place at the forefront of developed countries.*

I would also like to convey my gratitude to His Majesty with regard to the opportunity given to other Arab countries citizens to graciously allow us to use the excellent facilities and learning opportunities at The University of Bahrain.

DEDICATION

*To the
Memory*

*Of
My Brothers*

KHALED JAMAL

AND

HASSAN JAMAL

*To them this thesis
is dedicated*

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ABBREVIATIONS AND SYMBOLS

EFL=	English as a foreign language
GS=	Government schools
L1=	Mother tongue.
L2=	Second / Foreign language.
L.G=	Letter grade.
PS=	Private schools.
SLA=	Second language acquisition.
SL=	Second language.
T=	Test.
TEFL=	Teaching English as a foreign language.

TABLE OF CONTENTS

	Page
Acknowledgements	v
Abbreviations and symbol	vi
Table of Contents	vii
Abstract	x
Chapter One	1
Introduction	1
1.0. Introduction	1
1.1. Statement of the Problem	1
1.2. Objectives of the Study	2
1.3. Significance of the Study	2
1.4. Subjects of the Study	2
1.5. Research Hypotheses	2
1.6. Procedure	3
1.7. Limitations of the Study	4
Chapter Two	5
Review of literature	5
2.0. Introduction	5
2.1. English in Saudi Arabia	5
2.1.1. Objectives of teaching English	6
2.1.1.1. The School System	12
2.2. Related Studies	13
2.2.1. Western Studies	14
2.2.2. Middle Eastern Studies	18
2.3. Age and Language Acquisition	27

2.4. Conclusion	28
Chapter Three	30
Methodology	30
3.0. Introduction	30
3.1. The Instrument	30
3.2. Marking system	32
3.3. Data Collection	33
3.4. Validity	34
3.5. Reliability	35
3.6. Data Analysis	35
Chapter Four	36
Findings	36
4.0. Introduction	36
4.1. Statistical Analysis	36
4.1.1. Government schools	37
4.1.1.2. Private schools	37
4.2. Analysis of the subjects' responses	38
4.2.1. Government schools	38
4.2.2. Private schools	44
4.2.3. Comparisons and contrasts	48
4.3. Findings	53
4.4. Discussion of Findings	56
4.5. Conclusion	59
Chapter Five	61
Recommendations	61
5.0. Introduction	61
5.1. Recommendations	61

Bibliography	63
Appendix one: The introductory letter	68
• The tests	70
○ Test 1	70
○ Test 2	71
○ Test 3	72
○ Test 4	73
○ Test 5	74
Appendix two: Official papers	75
• Comments from Arabic teachers of the participating schools on the tests	77

ABSTRACT

The purpose of this study is to explore the influence that the introduction of English in primary schools in Saudi Arabia may have on the acquisition of Arabic. So five tests, covering the areas of grammar, recognition of the correct word form and the correct spelling, and the recognition of well-formed sentences, were constructed and administered to female students in government schools and private schools in the Dammam area in Saudi Arabia. Students in government schools learn English in grade 7, whereas students in the private schools learn English from grade 1. The results of the tests were compared and contrasted. They showed that the performance of the private schools students was higher in each of the tests and the overall achievement of students in private schools is much better than that of government school students. This is reflected in the percentage of success which is 89.4% in private schools, but it's 71, 3% in government schools.

These results show that private school students' competence in Arabic is higher than the competence of the government school students' competence although the former started to learn English from grade 1, while the latter group started to learn English from grade 7. This leads us to conclude that the introduction of English in primary private schools has had no effect on Arabic. Consequently, it can be said that introducing English in government schools will have no effect on the acquisition of Arabic as was the case in private schools.

CHAPTER 1

Introduction

1.0. Introduction

This chapter introduces statement of the problem, objectives of the study, significance of the study, subjects of the study, research hypotheses, procedure, and limitations of the study.

1.1. Statement of the problem

In spite of the many merits of teaching English as a foreign language, introducing English in primary schools is still a controversial issue in Saudi Arabia. There are people who are for it (Ahmed (1990), Al-Qahtany (2001), Umaira (1989), and people who are still against it (Al-Shammary (1989), Derbas (2002), AL-Shwair (2002). The former group believes that English has been an international language, being the language of science and scientific research, the language of international communication and business. They also maintain that learning English at an earlier stage broadens the students' horizons and positively affects the learner's awareness, intelligence and achievement. Above all, they are in favor of introducing English in primary schools as it has become the language of globalization. The latter group believe that introducing English as a second language in the primary schools interferes and consequently hinders the learning of their mother tongue, Arabic. They add that Arabic is a complex and not an easy language and that young children need to concentrate all their efforts in order to become totally fluent in it because it is the language of the Holy Quran. Introducing another language at an early stage will confuse the students and will have an impact on their culture and religion

detracting their attention away from learning Arabic and decreasing their loyalty to and pride in using it. It is noteworthy here to add that this position is supported by some religious authorities such as Ibn Uthaimen (n.d.) who, in a Fatwa of his (in Arabic), maintains that parents who teach English to their children from early childhood will be accounted on the Day of Judgment as this would, on the part of learners, lead to a greater sympathy with the speakers of that language.

1.2. Objectives of the Study

The purpose of this study was to find out whether introducing English as a foreign language in primary schools has any effect on the students' written performance of the Arabic language. This performance is limited to the recognition of the correct morphological form of words and also the recognition of the well-formedness of sentences in the choices given.

1.3. Significance of the Study

The significance of the study lies in its being one of the first studies that addresses the influence of L2 on L1 in primary schools in Saudi Arabia in the written performance. Another significance is that it addresses the issue of age in second language acquisition.

1.4. Subjects of the Study

The subjects of the study were all female students in grade six in the Eastern province of Saudi Arabia from both government and private schools. The total number of the subjects in government schools was 620 and the total number in private schools was 160 students. The subjects were homogeneous in terms of age, linguistic and academic backgrounds.

1.5. Research Hypotheses

It is hypothesized that

1. There are statistically significant differences between

- government schools and private schools in their responses to test 1.
2. There are statistically significant differences between government schools and private schools in their responses to test 2.
3. There are statistically significant differences between government schools and private schools in their responses to test 3.
4. There are statistically significant differences between government schools and private schools in their responses to test 4.
5. There are statistically significant differences between government schools and private schools in their responses to test 5.
6. There are statistically significant differences in the total score between government schools and private schools.

1.6. Procedure

The following steps were taken to conduct the study:

1-A test that suits the age of the subjects was constructed. By the sixth grade, students are expected to know how to get the most discriminating answers, and how to answer the questions in the test. Then help was sought from experienced educationalists who were supervisors in the Ministry of Education and who were familiar with the guidelines set by the ministry. They helped in constructing the test so that the questions would not only produce telling results, but would also be full of religious and moral context to comply with the requirements of Islamic education in the country.

2- An age group was chosen for the test. The students were grade six students because by this stage, they have already had good grounding in Arabic, having acquired a certain level of fluency in it and an understanding of the rules of grammar. This meant that any poor results in the test could not be blamed on the students' difficulty in understanding the questions.

3-The General presidency for the Girls' Education was approached for guidance and permission to proceed with the test. They demanded that the test be sent to the Head of the Presidency with an explanation of the purpose and rationale of the study. They also asked that the researcher go to the Research Center in Dammam for an interview during which many questions were asked about the nature and scope of the research.

4-Finally, a permission was obtained and an official letter was issued requesting all schools to cooperate with the researcher and give her any assistance she may need.

1.7. Limitations of the study

For practical purposes the research was limited to a written language test of standard Arabic in line with those in the primary curriculum in grade six; it was also limited to female students in the Dammam area in the Eastern province of Saudi Arabia. And as mentioned above, it was limited to recognizing the correct lexical morphological form of the words and the well-formedness of sentences.

CHAPTER TWO

Review of Literature

2.0. Introduction

This chapter discusses the case of English in the Saudi context and proceeds to the discussion of the relevant studies, Western Studies and Middle Eastern Studies. Finally, this chapter is concluded by pinpointing the differences between this study and the previous related ones.

2.1. English in Saudi Arabia

For many years now teaching English as a foreign language (TEFL) has been practiced with varying degrees of success in Saudi schools. In the early 1950's, a few boys' secondary schools began to introduce English into their curriculum. Schools concentrated on subjects such as mathematics, history, geography, science, the Arabic language and its grammar, and the study of the Holy Quran.

The whole issue of a foreign language (L2) was not deemed to be very important. Education was originally considered important for boys only, but increasingly girls' schools began to open. As the population of Saudi Arabia grew, more schools were needed and private schools began to be established for both boys and girls, alongside the growing number of government school. In 1957 the government took the decision to standardize the teaching of English as a foreign language in all the schools. A foreign language would be introduced for three years in intermediate stage and continue for another three years of secondary education. After this, students could continue with their study of English at a teacher's training college or university in the Kingdom to bring them up to a competent level. Some may

even go to schools abroad to improve their language skills. But in the past no private schools were allowed to teach English in the primary stage.

The Ministry of Education has already acknowledged the need and necessity for the introduction of English as a foreign language into the curriculum. It appreciates the significance of the language to the welfare of the country in trade, in industry, as a means of communication, and in dealing with thousands of expatriates and many other aspects of life. So it advocates that

"The ultimate aim of teaching English is to enable the students to communicate orally and in writing, to understand foreign culture, to convey theirs to others, to keep pace with some of the latest scientific, literary and technological findings and to help the pupil gain reasonable command of English in order to be in better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture. We feel that if teaching English is to be fruitful at all, it must be geared into those general aims." (Ministry of Education, p.2. 1980).

2.1.1. Objectives of teaching English

In its 1980 manual, the Ministry of Education sets ten specific goals for teaching English in the high schools. These goals are:

1. To help the pupil use the language automatically through habit formation.
2. To help the learner gain a reasonable mastery of the basic English structures that is useful both in speech and writing.
3. To help the learner practice and observe words in action.
4. To enrich the learner's active vocabulary through observing the use of syntactical patterns and mastering them by forming original sentences on the same lines.

5. To give the learner active speech practice through responding to questions.
6. To teach spontaneous production of complete and correct sentences.
7. To promote intellectual growth through probing the depth of what is said and to encourage critical thinking.
8. To teach the learner the implications of tone and stress.
9. To teach the learner the expression of thoughts and to help him in written work.
10. To promote remedial work by revealing areas of difficulty hindering learner's comprehension.

(Ministry of Education, pp. 6-8,).

It is most disappointing that none of these goals has been achieved or is likely to be achieved as long as the teaching and learning situation remains unchanged. Therefore, the Ministry of Education started to explore the means and methods of teaching in the most useful manner. Why is this interest in teaching English?

The answer is that Saudi Arabia has been rapidly and vastly growing to benefit from all the scientific and technological advancements in the Western World in various aspects of life. But why English? Well, it has to be accepted that English has become a truly global language. It is the language most widely used in science, medicine and technology. For Saudi students to be able to study any of these subjects successfully, they need to understand the terminology used in textbooks, which, even when translated into Arabic, include many words and phrases in English. The better the students' comprehension of English is the more access they have to books, articles and documents which are not available in Arabic. It also makes it

easier for them to search on their computers for the latest information on current research and publications.

Interacting with the rest of the world requires a common language; English has become the one most widely used. Saudi Arabia is a rapidly developing country with business interests all over the world and its business community is relying more and more on English to communicate with overseas contractors .It has brought in foreign investments and visitors to the country. At the same time, Saudi businessmen have seen and seized opportunities for investment abroad. They not only visit, and receive visitors from other countries, but they also follow business trends by having access to and a comprehension of the foreign media.

The business interaction between Saudi Arabia and the rest of the world, together with the Kingdoms' growing wealth, has created a general interest in the outside world. It is now not only possible to read about and watch what is happening abroad, but also Saudis can travel to all these foreign countries to see and experience them by themselves. As the world becomes more accessible, this interaction with other countries will not stop. More and more Saudis will continue to travel for business, education and pleasure. So again there is an overwhelming evidence for the need to learn a language that is commonly used around the world.

As a part of the new policy of improving the whole educational system, including teaching English, the Ministry of Education has considered introducing English into the curriculum in the primary schools and in the meantime allowed private schools to start teaching English from grade one. The private schools have to follow the same guidelines set for government schools, but they have the liberty to adapt the curriculum to fit

their needs. They are at liberty to introduce extra subjects and activities and as mentioned above are allowed to teach English from grade one.

However, introducing English in government primary schools has been, as mentioned above, a controversial issue: There has been a lot of debate about the importance or desirability of teaching the English language. Why is it needed at all, would it be of any use to the students in the future or might introducing it just confuse the young minds, take up valuable class time and put a bigger learning burden on them? These debates resurface on a regular basis with opinions divided between supporters of teaching the English language and those who see no point in it at all. In the last few years these debates have occupied a lot of media time in Saudi Arabia. Articles published in newspapers and televised discussions argue the need to improve and update the system of teaching a foreign language, as well as about the desirability or necessity of teaching it.

At the government level, these discussions have brought about changes of direction over the years. There is now acceptance by the Ministry of Education that a more up-to-date attitude to the teaching of English has to be developed. Their attitude appears to be that a foreign language is necessary and should be taught in all schools, and that, for reasons discussed further in this paper, English should be considered as the most desirable foreign language to be taught in Saudi schools.

Studies are being carried out on how to extend and improve the teaching of English as a foreign language in the Kingdom of Saudi Arabia. However, it is accepted that more studies are needed into the pros and cons of teaching a foreign language and into the effects its introduction might have on the students. The Ministry of Education is willing to consider studies carried out on this subject in other Arab countries (the way English

as a foreign language is taught and with what degree of success), whilst at the same time monitoring the methods used and the success with which English is being taught in the schools in Saudi Arabia. Above all, serious research is needed into the whole subject of teaching a foreign language in the Kingdom.

At the moment for teaching English, all schools, government and private, use the same books and teaching aids, which are approved by the government. As some of the books published in the west are not appropriate for use in Saudi Arabia, schools have to mostly rely on material published in the country. The teachers employed by the schools to teach English are college certificate holders, or university graduates who have undergone a teacher-training course run by the Ministry of Education followed by further training from highly trained and experienced instructors.

Having considered the schools and the students who go there, the researcher was also interested in finding out if there was any support for TEFL in the schools from the principals and teachers and how enthusiastic the teachers were in teaching it. After all, they have a full day of teaching on top of which they have to prepare the lessons, plan activities and mark assignments. A lot of this is done when the official school day ends. Is introducing a foreign language, and the confusion and overwork it may cause, going to make their task of keeping the students' minds focused on the rules of Arabic harder? Will they find it difficult to steer them back on track when the influence of a foreign language structure begins to create confusion?

It is against this background and with these issues in mind that the researcher has undertaken this study in an attempt to show what effects teaching English as a foreign language has had on students in Saudi schools.

By comparing two groups of students, one that has been learning English as a foreign language from an early age with another group where students have had no foreign language instruction in primary schools at all, the researcher hopes to discover to what extent, if any, this has affected their study and command of Arabic.

Having decided on what the researcher wanted her study to investigate, she first needed to look at the school system; where the learning takes place. There are two types of school in the Kingdom, public and private. All schools in Saudi Arabia are under the guidance of the Ministry of Education. This department funds the public schools but also sets the guidelines on how all schools are conducted and the curriculum they must follow. At grade 7 (12 years), teaching English as a second language is introduced in public schools. However, a new policy is being considered to lower this to grade 6 and, according to some sources, introducing teaching English as a second language at grade 4 (10 years) is talked about. Although there is strict segregation of sexes, the curriculum followed and books used are the same in boys and girls schools.

Public schools are situated in all areas of the Kingdom, ensuring that children from every background have access to a school. They have strict guidelines, set by the Ministry of Education, to follow and their aim is to provide a basic education for all the children in Saudi Arabia, regardless of their social and economic background.

Whilst privately funded schools have to follow the same government guidelines, they have more freedom to adapt the curriculum to fit their needs. They are able to introduce extra subjects and activities. Because these schools are commercial enterprises, they need to attract pupils to make a profit. To do this they try to show parents that they offer a better level of

education with a wider range of subjects. As they are in competition with other similar schools, the standard of education they provide is expected to be higher than that in public schools. Thus, the private schools pay more attention and give more time to teaching a second language whilst ensuring that a high standard of Arabic is maintained. Similar to the public sector, schools in the private sector are segregated by sex although the curriculum they follow is the same. In these private schools, teaching English as a second language is introduced much earlier; most introduce it as early as grade 1.

2.1.1.1. The school system

At present the school system in the Kingdom of Saudi Arabia is divided into three levels:

Primary School: -

From grade one (6 years) to grade six (12 years).

Intermediate School: -

From grade seven (13 years) to grade nine (15 years).

Secondary School: -

From grade ten (16 years) to grade twelve (18 years).

Concerning English, students begin learning English in grade seven which is the age of thirteen (13). The number of hours of instruction per week ranges between four and six, which the researcher believes is not enough to warrant pursuing the students' competence and performance in the language. This is in line with what Al-Gaeed (1983), Al-Twajiri (1982), Al-Itirgy (1983), Al-Saadat (1985), and Dhafar (1986) maintain.

This is due to a number of pedagogical and sociolinguistics factors such as teachers' methods of teaching, the textbooks, the curriculum, the examinations, the system of promotion, the teaching-aids, the number of

students in the classroom, the students' motivation and their dedication, the follow-up at home, the use of the language outside the classroom, the differences between L1 and L2, and finally the age of the learners. All these factors and many others are held responsible for the poor outcomes.

Between grades one and eleven, students take tests and sit for exams to see the level of competence they have achieved. They get regular reports from their schools, but there are no final exams or certificates issued at the end of this stage of their education. At grade twelve they have a final exam, on the basis of which, together with their grades, they get their High School Certificate.

2.2. Related Studies

From the very beginning of this study it became apparent that there was little reference material to draw on. The chosen research topic was very specialized, dealing with possible problems faced by children learning a foreign language whilst still learning their first language at primary level, in my case Saudi Arabian female children learning English, focusing on whether there was interference from this foreign language on their mother tongue.

There are a number of books and research studies available on the subject of teaching a foreign language to children, but they mainly describe research carried out in America and Europe and none of them deals with the Arabic language. Nor do they deal directly with difficulties such as interference caused by the introduction of a foreign language on the first, rather concentrating on the effects of first language learning on the second. The information contained in these Western publications, whilst not entirely relevant to the study, throws light on the effects of learning a foreign language and on how, for example, children's minds absorb new linguistic

information. It was used as guidelines in: a) structuring the study, b) sampling the population, c) organizing the tests and d) analyzing the results.

Below is presented a number of studies pertaining to the topic undertaken in this study. These will be discussed under two headings: Western Studies and Middle Eastern Studies.

2.2.1. Western Studies

As already mentioned, none of the Western research focuses specifically on the influence that L2 might have on young students' future fluency in their mother tongue and almost no attention is paid to interference between a foreign language and Arabic. Although one or two of the studies do make reference to Arabic, they deal with the broader issues that surround bilingualism in children, one of which is the possibility of interference by L2 on L1.

Although in his book *An Introduction to Bilingualism*, Grosjean (1982) does not deal specifically with the area of this study, he makes a clear and concise analysis of bilingualism, reviewing large-scale research into L2 teaching and learning. Among all the different aspects of L2 education covered in this book, there are references to studies carried out on the interference between two different languages and the attitudes to teaching a foreign language. This book deals mainly with children in America and Europe, describing the effects and problems faced by students in general, not students of a specific country or linguistic origin. It describes the sort of difficulties that young children might face when starting to learn a foreign language, such as confusion in pronunciation and spelling. Mostly this is described as the influence of the mother tongue on the L2, but he also makes some reference to the possibility of L2 having an effect on L1.

A more pertinent book to the study is *Language Transfer* by Odlin (1989), which deals with many issues surrounding learning L2 by students in the early stages of their formal school careers. He throws light on one of the areas this study is concerned with, namely, whether introducing L2 to students who were still in the early stages of learning L1, causes some of the newly learned English sounds to be transferred to the students pronunciation of certain letters when reading in Arabic. He explains the terms 'language transfer or interference' as 'the effects on the first language by the introduction of a second language, such as phonetic inaccuracies that resemble sounds in the learner's native language.' This is the common way of language transfer but his definition is too narrow because, by the same token, the reverse can happen with L2 influencing L1. Later, he goes on to say that when the two languages are very similar, for example English and Spanish, interference is far less than between two languages that are totally different not only in pronunciation but also in grammar and the way the letters are written, as in Arabic and English. He then goes on to qualify this concern about language interference by saying that 'the notion of transfer often implies the extinction of earlier habits, a misconception held by many, whereas the acquisition of a foreign language needs not lead to any replacement of the learner's primary language' (p. 25.). Another, similar, problem that might be faced by learners of L2, mentioned by Odlin, is language mixing or merging of the characteristics of two or more languages in verbal communication, which he refers to as 'a kind of borrowing from a foreign language into the native language' (p.p 6-7). This mixing could be seen as either positive; enriching and expanding the native language, or negative; contaminating the mother tongue. Some might even regard this aspect of L2 learning as putting the purity of the native language at risk.

It was this discourse that helped in deciding on the focus of the study. The differences of opinion among researchers about whether, and how much the learning of L2 influenced a child's competency in his/her mother tongue underlined the relevance of this study.

Genessee, in his book *Educating Second Language* (1994) deals with people's perception of how bilingual children mature in a different way to monolingual children. He raises key questions about the benefits and negative effects of learning a foreign language.

- a) Does learning L2 have a negative effect on the child's competence in L1?
- b) Is there a noticeable interference from L2 on L1?
- c) Could learning L2, in fact, be beneficial, enhancing the learning of L1?

He examines the concerns and misconceptions that parents and teachers have about children who are monolingual as well as ones who are bilingual. He showed that because of lack of familiarity with or knowledge about childhood bilingualism, parents, educators and early childhood specialists may express doubts about childhood bilingualism and they may expect negative consequences to result from children learning two languages during the preschool year. Such concerns are especially common in communities where most children grow up monolingual, and, as a result, adult members of the community come to view monolingualism as normal and bilingualism as abnormal.

Many contradictory opinions have been expressed by several other applied linguists on bilingualism in the educational development of children.

One view is that learning L2 will have a negative effect on a child's educational development because having, for example, two labels for each

concept will be confusing and result in retarded conceptual development, Whilst another is that this very same phenomenon will enhance cognitive growth: having two labels will force an early separation of word from its referent. But, according to McLaughlin, (1984) children who have mastered two languages have a linguistic advantage over monolingual children because they become aware that there are two ways of saying the same thing, and so hopefully becoming aware of mistakes in their own speech.

This in turn might lead to a greater social sensitivity and a greater ability to understand the communication of others, not only verbal but also body language and facial expressions, Bain and Yu, (1978). This is contradicted by studies showing that bilingual children develop at a much slower rate educationally than monolingual children, Skutnabb-Kangas and Toukomma (1976). Bilingualism has a negative effect on the children's social sensitivity, as the confusion created by the introduction of new linguistic rules and structures might result in poorer performance in their L1, making them feel disadvantaged and distanced from their monolingual peers.

Another negative opinion is that the students' fluency in their first language might suffer due to having to learn a new, confusing foreign vocabulary and grammar. Claims are made that although, in theory, all languages are linked to each other, some features being shared by all languages, the negative effects of learning a foreign language could include psychological and cultural factors. Cummins and Swain, (1986).

Children could find that the extra workload imposed on them caused stress and confusion between the two languages and might result in poorer performance in L1 resulting in physical tiredness and mental stress, leading to a lack of enthusiasm for learning altogether, Jakobovitz (1970).

2.2.2. Middle Eastern Studies

Because the focus of the study was the effects of Teaching English as a foreign Language TEFL on the learning of Arabic amongst students in the Kingdom of Saudi Arabia, information pertaining to research carried out in the Middle East amongst Arabic speaking students was needed. Extensive research proved that there are only few books published on this subject although some articles were published in newspapers, magazines and journals that described studies carried out in the Middle Eastern region, in which the authors provided how the research was conducted and their interpretation of the results.

As stated above that not enough reference material is available relating to the study. However, the researcher came across researches and studies carried out in some Arabic countries such as Lebanon, Jordan, Tunisia and Egypt. Moreover, some articles were published in newspapers and magazines about TEFL in the Gulf, where the authors described their work and findings.

Some of these studies about the effect of L2 on L1 showed that the effect is positive and there is no danger on L1 from teaching L2 in primary schools and others showed that teaching L2 has a negative effect on L1. The studies that recommended teaching L2 in primary grades will be discussed first. Then those that showed how teaching L2 affected the students' competence of their Arabic as a mother tongue.

In Kuwait, Al-Mutawa (1996), and Eassa (1997) linked two issues concerning the effects of introducing L2 into the school curriculum at primary school level: whether the extra work created caused the students' standards in their main subjects to deteriorate, and whether there was any interference by L2 on L1. They also dealt with the attitude of teachers who

were involved in teaching this extra subject, asking them if they noticed any changes in their students' competence or attitude to their general studies after the introduction of L2, to see if these teachers noticed any deterioration or improvement in their pupils' competence in spoken and written Arabic.

The study was in two parts. In the first part conducted at the end of the 1992/93 school years, a group of grade one students who had not been learning L2 were tested. This sample group was selected from 30 schools chosen from three out of the five teaching areas in Kuwait, giving a total of 2407 students (1130 males and 1277 females). The students were tested in their written and oral Arabic language skills. The second part of the study was conducted, with the same group of students, in 1994 after they had been learning L2 for one year. This time they were also tested in their L2 skills to find out if they had in fact learned any English. The findings were that the students who did very well in the Arabic test also performed better in the English test. The second 1994 tests showed that the level of competence in Arabic had improved in spite of the introduction of an extra subject. This indicated that the students were making normal progress in their acquisition of Arabic language skills and there seemed to be no interference by L2 on L1; in fact they seemed to be coping quite successfully with the extra workload.

In conclusion, after holding discussions with the teachers of pupils involved in their study, Al-Mutawa and Eassa claimed that it was not scientific to say that the introduction of L2 had any negative effect on competence in Arabic, rather that there were 'more able' and 'less able' students, whose ability to learn would not increase or decrease with the introduction of a new subject. They also made a strong recommendation that

a lot more research and study must be carried out on the subject of TEFL in Arabic schools.

In the United Arab Emirates Ahmed (1990) carried out a study on the effect of L2 on Arabic. She wanted to find out if the students who learnt L2 in primary schools proved more intelligent than those who didn't, and whether this changes according to the sex of the student. As a part of her study she tested 120 male and female students in grade 6 in private and public schools in the areas of Dubai, Ajman and Sharja. She tested the linguistic development of these students in Arabic and she used Wexler test to measure their intelligence level. Her findings showed that the grades achieved by the private school students were better than those of the public school students in their linguistic development in Arabic language and that these students registered a higher level of intelligence more than those of the public schools according to Wexler test.

Another study was done in Qatar by Abujalalah (1995) about the effect of L2 on the culture of the society and on Arabic as a mother tongue. The most important aspect of his research is when he states that “the delay in starting to teach a foreign language in primary schools is unjustifiable”. He then added that his study has shown that any negative effect on the young student's ability to learn Arabic is not the result of learning a foreign language but rather it is the result of many other factors such as the quality of teaching, the poor techniques in teaching and learning, the curricula as a whole and the time devoted to teaching it.

A study (which has not yet been published) has recently been conducted in 2004 with support from the Ministry of Education in the Kingdom of Saudi Arabia by a team of specialists in education, on the issue

of teaching English as a foreign language in Saudi schools from the social, human, financial and technical viewpoints.

A research team was given the task of studying the social aspects related to teaching L2 in primary schools. The objective of this study was to find out the opinion of a wide cross-section of the Saudi society (parents, teachers, supervisors and university lecturers, both males and females) about whether they felt that teaching L2 would affect the cultural, religious, economical, development of the country, and what might be the negative and positive learning dimensions. The research team distributed a questionnaire to a random sample of the study population. It included three questions regarding the age at which it was felt that the introduction of L2 would be most effective.

The findings of this study showed that, based on statistical evidence, the sample in general did not believe that teaching English would negatively affect the Arabic and Islamic identity of the students, and would not impose a foreign culture on them negatively affecting their thinking and cultural identity. Teaching L2 would not impair the student's ability to acquire his mother tongue, which might in turn lead to learning problems. On the contrary it would assist in the linguistic and physiological development of students and would increase their self-confidence when using that language.

Teaching L2 will not negatively affect teaching the Islamic education subjects or students' learning of other subjects and will increase scientific learning in the future along with a chance for successful learning of English language in later stages.

In 2004, another large-scale study, on the effects of English on Islamic studies, Arabic Language, science and math, was conducted in Saudi Arabia. It was supported by the Ministry of Education and its aim was to

find out what effect the introduction of L2 had on the four main subjects- Arabic, Islamic studies, science and math- that were taught in Saudi schools, amongst grades four, five and six students, males and females.

The study sample was chosen from five regions in the kingdom, Riyadh, Jeddah, Abha, Eastern Province and Tabuk, from schools where English, as a foreign language, was taught and from those where it was not. Next two groups of students were selected from these schools. One group from grades four and five, made up of 1500 students who were learning L2 and 1410 that were not. The second group was made up of grade six students, 797 of whom did not learn English and 210 students did.

For the first part of the study all the sample students from grades four, five and six were given a T- test to determine the average levels achieved by them in the four main subjects, and then compare any difference in grades between the students who learnt English and those who didn't. Then a second T-test was administered only among students who were learning L2, which was to compare their grades in English and the other four subjects. Also, a Simple Linear Regression Analysis was carried out to see how much these students progressed in English and in their main subjects.

The next part was conducted amongst grade six students only. They were tested on their competency in the Arabic language, Islamic studies, science and math to see if learning English made any difference in the levels achieved in these subjects, by students who were being taught English as opposed to those who were not.

The final part involved teachers and administrators from the sample schools who were involved in teaching these students. They were asked to complete five separate questionnaires, one on each of the four main subjects and a general questionnaire, about how they felt that learning English was

affecting their students' performance in their subjects. Then a Chi test was carried out with them about teaching L2 and about the methods used to teach this subject. They were also asked to state all the advantages and disadvantages, as they perceived them both for themselves and the students', of having to teach and learn this extra subject in their schools.

The findings of this study showed a very positive attitude amongst the teachers and school administrators towards teaching L2. They felt that it was important to start teaching English in primary schools and that although it could be successfully introduced from the first grade, it should not be regarded as an exam subject until grade four. They did not consider that the study of English showed any negative effects on the students' competence in Arabic. It did not influence their culture and was not a burden on them, on the contrary, improved their awareness of the world and broadened their minds.

The most telling findings, however, were among the students, where the researchers could find no negative effects from English on the other four subjects.

The final recommendations of this study were:

- To start teaching English from grades four, five and six, teaching oral comprehension only in the lower grades.
- That time devoted to teaching L2 should be adequate to enable students to reach the required levels, set by the Ministry of Education.
- Finally, that it was important to start introducing English learning in primary school, as this would make it easier for the students when they reach secondary school, where L2 is taught more seriously.

All the above mentioned studies showed that teaching L2 in primary schools will not have a negative effect on the students' acquisition of Arabic. In contrast to all the previous studies a study was carried out by Al-Zuferi (1998) who found out that children who have been learning English as a foreign language from an early age were showing signs that their command of Arabic was deteriorating. He states that he was able to determine a number of problems associated with the effect of TEFL on young Saudi Arabian students' competence in their L1. The three issues relevant to this study were:

- a) How much interference there was between the two languages;
- b) Whether introducing English as a foreign language at an early age caused difficulties in a child's coping with Arabic; and
- c) How students were able to cope with the workload created by this extra subject.

He described the study he conducted amongst primary school pupils in which he selected a number of schools from all areas of Kuwait, targeting as a wide range of social and economic variation as possible. From these schools he tested grade three students, dividing them into two groups, those who have been learning English as a foreign language from grade one and those who had no formal exposure to English at school. The test consisted of a written exam in Arabic, which was designed to determine several aspects of the effects of introducing a foreign language to students at a primary level. All students involved in this test, completed identical exam papers in Arabic. The same students were later interviewed to ascertain their level of fluency in spoken Arabic. At the same time, Al-Zuferi asked a

hundred and three teachers from the schools involved in these tests to complete questionnaires about their views on the type of difficulties caused by introducing English as a foreign language into the school curriculum, and whether it affected their students' fluency in Arabic.

Describing his findings, he stated that students who have been studying L2 since grade one gained an average correct score of 35% whilst those who had not studied English averaged 74%, and that the difference in results was not confined to one area but to many areas of linguistic skills, such as reading, writing, vocabulary and grammar.

This finding was confirmed during the interviews with the teachers, 35% of whom mentioned that pronunciation in Arabic, by students who had been learning English, had suffered considerably.

In the kingdom of Saudi Arabia another study showed the negative effect of L2 on L1 on the primary students was carried out by Al-Shammmary (1989) about the linguistic development of the students and concluded that teaching L2 in primary grades would take the time from Arabic and religious subjects . He added that learning L2 would lead to the student's distrust in his Arabic language and culture and makes him sympathize with the foreign language and its culture. This would affect his loyalty to his religion, language and culture. Moreover, teaching L2 would conflict with the effort of the Arabic countries in "Tares" or making all education, especially in the universities, in Arabic language. He concluded that teaching L2 would increase the problem of providing more English teachers and this would increase the expense.

He further pointed out that teaching L2 in primary schools had been tried in U.S.A and Great Britain at the beginning of the 1960's and proved a failure, very costly and had damaged the progress of the students in many

aspects such as in acquiring language, emotional development and in respecting their own culture.

Another study carried out in Qatar by Al-Mulla (1994) about learning a foreign language on the students who start to learn it from kindergarten and its effect on the students' linguistic development and their acquisition of Arabic language. She examined 537 students (male and Female), 286 students from grade four and 251 students from grade six. She chose six public schools that teach English as a foreign language in grade five, five private schools that teach all subject in Arabic and teach English as a separate subject from kindergarten (non-intensive L2 schools) and one private school that teaches all subjects in English and teaches Arabic, religion and humanities in Arabic (intensive L2 school).

In her research Al-Mulla set out the following goals:

1. Did teaching L2 in all subjects at an early stage affect the linguistic development in Arabic language and was this effect positive or negative?
2. Was there any difference in the effect of learning L2 on L1 if the students start to learn L2 in grade four as opposed to start to learn it at grade six?

The findings of Al-Mulla showed that the students who didn't learn L2 in public schools were better than those who learnt it in private non intensive schools in the linguistic development, and that when the students learnt both languages from an early age, their mother tongue (Arabic) was negatively affected. Another finding was that the effect of teaching L2 on Arabic linguistic skills was lessened if the students started to learn L2 later on in their school careers. Starting to learn L2 at grade six rather than at grade four was therefore to be recommended.

2.3. Age and Language Acquisition

When it comes to discussions about the best time in a student's schooling to introduce the learning of a foreign language, the majority of opinions seems to favor the idea of the 'teachable moment', meaning the best time in a child's mental development, or readiness, to learn a new skill and that the best moment to learn the mother tongue and a foreign language at the same time is in the late years of childhood. According to Many researchers age plays a great role in language acquisition (Lenneberg (1967), Bialystok (1997), Singleton and Lengyel, (1995), Scovel (1988, 1999) and Bickerton (1981). These people maintain that there is a critical period for language acquisition. They proposed the Critical Period Hypothesis which states that "there is a biologically determined period of life during which language acquisition becomes difficult" because according to Lenneberg (1967) and Beckerton (1981) "certain abilities do not develop before and after this period." The critical point for SLA takes place around puberty beyond which people are not capable of acquiring SL successfully. In explanation to this assumption some neurological researchers presented a piece of evidence to the effect that as the human brain matures, certain functions such as intellectual, logical and analytic are lateralized to the left hemisphere of the brain while functions such as emotional and social needs are assigned to the right hemisphere. According to these people language functions seem to be controlled in the right hemisphere. This lateralization process is a "slow process that begins around the age of two and is completed around puberty" (Lenneberg 1967). During this process the child is assigning functions, including language functions, slowly to one side of the brain or the other. But what is the relationship between SLA and the

lateralization process. In answer to this question. Scovel (1969) maintains that "the plasticity of the brain prior to puberty enables children to acquire not only their first language but also a second language, and that possibly it is the very accomplishment of lateralization that makes it difficult for people to even again to easily acquire fluent control of a second language...."(Cited in Brown, 2002, p.33).Walsh and Diller (1981:18) present a piece of evidence that augments a neurologically – based critical period by saying that people optimally learn different aspects of language at different ages. They maintain that (1) low order process like pronunciation depends on macro neural circuits that mature early. This makes accents difficult to get rid of after childhood, and (2) higher order processes (semantic relations) that depend on neural circuits that mature at a later stage. This explains university students' ability to learn many times the amount of grammar and vocabulary that primary school students can take in.

Having presented some neurological research that shows a strong relationship between age and SLA, we conclude that it is essential to consider the age at which English should be introduced in Saudi schools.

2.3. Conclusion

Based on the discussion of the related literature on the topic undertaken, it became obvious that there is a clear-cut shortage of published research material and studies on the issues surrounding L2 teaching in the Arab speaking countries in general and the Gulf States in particular. The number of studies conducted whether for or against teaching English in primary schools did not exceed four in either case. This is why this study gains so much importance by being one of the first limited studies that addresses TEFL in primary schools in an Arabic setting. Hopefully, the results of this study will fill in a gap of empirical research concerning

teaching L2 at an earlier age, and offer a piece of evidence to support or oppose those conflicting opinions about the introduction of English in the primary stage in government schools in Saudi Arabia.

CHAPTER 3

Methodology

3.0. Introduction

This chapter presents the procedure that was employed in carrying out the study such as the instrument and the marking system, data collection, validity, reliability, and data analysis.

3.1. The Instrument

The overall test consisted of five tests-excluding the reading and listening components- each measuring the competence of their language: the first is filling in gap with the appropriate word; the second is constructing well-formed-sentences by using a given word, particularly a noun; the third question was about transforming a well-formed sentence into dual, and into plural, masculine and feminine; the fourth one measured the student's ability to recognize the grammatical version of multiple versions, and the fifth one measured the students' ability to choose the correct form of a word. The government school students and the private school students were given the same test.

Below is a detailed explanation and translation of the tests, giving its format and content:

Test One: Fill In the Blanks:

Here the students were asked to complete nine sentences by filling in the gap in each one with an appropriate word. This tested not only comprehension, but also their knowledge of vocabulary and spelling skills of L1. The following simple sentences were used:

- a) I traveled (with) my family to perform pilgrimage.
- b) I like (to) visit my relatives.

- c) The (prayers) of the prejudiced are accepted by God.
- d) Laylatul Qadr is much (better) than thousand months.
- e) We are people who don't (eat) unless we feel hungry.
- f) The crescent was not (visible) so we continued our fasting.
- g) (Haste) makes waste.
- h) Charity begins (at home).
- i) Pilgrimage is (one) of the five pillars of Islam.

Test Two: Put the Following Words into Suitable Sentences:

The students were asked to compose a sentence around each of the following five words in attempt to test their skills in expressing their ideas, spelling and grammar.

The teacher; prayer; falsehood; cheating and honesty.

Test Three: Change the Following Sentence from Singular To:

- a) Dual masculine
- b) Dual feminine
- c) Plural masculine
- d) Plural feminine

The sentence given was 'The teacher is honest in her work'. The aim was to test skills of grammatical agreement.

Test Four: Tick the Correct Option:

This question consisted of three sentences.

- a) A sonless man is deprived of his own future.
- b) The teachers care about their students.
- c) God is Almighty.

Each sentence was written four times with slight grammatical or spelling variations, one of which was correct. The students were asked to

tick the correct one showing their comprehension of Arabic grammar spelling and syntax.

Test Five: Circle the Correct Spelling:

In this final test, a list of twelve words, each with three spelling variations was given and the students were asked to circle the correct spelling, testing the correct placing for "hamza" "the glottal stop" in the given words. The knowledge of the rules of "hamza" is very important in Arabic and should be understood by grade six students.

Because of the limited nature of the study, the researcher could not really test whether learning L2, especially learning to read and write from left to right, might have an effect on the speed of reading and writing Arabic. The students need not feel that they were racing against the clock, thus adding to the stress they might feel while taking the test in the first place. This was a straightforward, relatively simple test and by allowing thirty minutes to answer the questions, the students were given enough time, working at a reasonable speed, to answer all the five tests.

3.2. Marking system

Each question in the test was marked out one hundred. The mark given to each item depends on the number of items in this question. For instance, if a question has nine items, each item is given 11.11 points and so on.

The marking system that was employed in grading the tests is presented below.

Test 1.

This test consisted of nine items, each was awarded 11.11 points. The total score of each respondent was determined by the number of items she

answered. For instance, if a student answered seven items, her score would be 77.77%.

Test 2.

There were five items in this test, each of which is given twenty points. If a student answered four items, her score would be 80%.

Test 3.

There are four items in this test; each was given twenty five-points. The total score depended on the number of items answered.

Test 4.

In this test, which includes three multiple choice items, each item was awarded 33.33% points. So, for instance, answering two items, gives the respondent a score of 66.66%.

Test 5.

In this test there were twelve items. The students were asked to choose the word that is spelled correctly. Each spelled item was given 8.3 points. Adding up the points awarded for each item, gives us the total score for each respondent.

3.3. Data Collection

When approached, the principals and teachers were both encouraging and supportive. All schools contacted were cooperative and seemed genuinely pleased that this study was being conducted. So using their advice and help, the timing of the test was settled upon. This was very important because in order to get the best results it was desirable that all the tests were completed at approximately the same time of the school day and in similar conditions.

The overall test was conducted over a period of approximately five weeks. The time chosen was between 9:30 to 12:30 at which time the

students would still be fresh and relaxed. Some schools insisted that the mid morning break period was used for this test, so that there would be least disruption to the day's formal schedule. However, the students were very enthusiastic about being selected to take part in the study, and even the prospect of losing their break period did not seem to dampen this enthusiasm.

The test was to be held in the students' classroom or in a designated hall under exam conditions, where their teachers and the researcher would supervise them. In spite of this formal approach to the test, the students were assured from the outset that this was not a formal exam; there would be no grades at the end to go on their school records. They would not be required to put their names on the test paper and in fact all they were required to do was to relax, answer the questions set and as far as possible enjoy the experience.

On the whole very enthusiastic support came from the teaching staff, even though very few schools did want to take over the running of the test by suggesting to leave the test papers with them and they would organize the timing and conditions under which it would be conducted. In the end two schools out of fourteen insisted that they would carry out their own supervision, because they could not guarantee an exact time or date for administering the test. In these cases the researcher stressed the importance of impartiality from the supervising teachers and that strict exam conditions were maintained. There should be no help given to the participating students.

3.4. Validity

The validity of the test was established by giving it to a number of educationalists in the General Presidency for Girls' Education in Saudi Arabia and a number of EFL specialists at the University of Bahrain. Some

changes were suggested, but there was a consensus on the items. So, all items were included in the final version.

3.5. Reliability

The reliability of the test was calculated by using the Split Half Formula and was found to be 0.96, which is very high and fits the purpose of the study.

3.6. Data Analysis

The data collected by the researcher were analyzed by using the SPSS and the following techniques in an attempt to test the hypothesis of the study.

- Means and standard deviations.

- Independent T-Test.

- Split Half Formula to determine the reliability coefficient of the study instrument (Test).

CHAPTER FOUR

Findings

4.0. Introduction

When all the tests' papers were marked and graded the results were set out in two tables, one for the government schools and one for the private schools, showing the number of students who answered each item in each test as shown below in tables 1 and 2. After that each test was dealt with separately in both types of schools as shown in tables 3 to 12. Finally, a comparison and contrast was drawn between the results of private schools and the government schools.

From very early on in the marking process, a pattern of mistakes became apparent, not just the random spelling and grammatical mistakes or ones arising from the odd misunderstood or misread question by a student under stress, but mistakes repeated by so many of the participating students, from both the government and private sectors, that they were highlighting big gaps in the general level of competence in Arabic grammar and comprehension.

Below is presented the number of respondents to each item in both tests, embarking on government schools first.

4.1. Statistical Analysis

A statistical analysis of the results of the responses in each school is demonstrated .

4.1.1. Government schools

The total number of respondents here is six-hundred twenty (620 students). Table (1) below shows the number of respondents to each item in the five tests.

Table 1 – Number of respondents to items

Test	0	1	2	3	4	5	6	7	8	9	10	11	12	total
T1	4	9	8	16	29	84	142	172	114	42	-	-	-	616
T2	0	8	14	46	176	376	-	-	-	-	-	-	-	620
T3	42	6	9	8	18	31	38	74	72	43	67	126	86	578
T4	64	242	198	116	-	-	-	-	-	-	-	-	-	556
T5	6	7	4	8	11	43	78	94	102	61	96	62	48	614

4.1.1.2. Private schools

The total number of the students who responded to the five tests was one-hundred sixty (160 students). Table (2) below shows the number of students who responded to each item in the five tests.

Table2- Number of respondents to items

Test	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
T1	-	2	-	4	-	7	16	41	59	31	-	-	-	160
T2	-	-	2	9	46	103	-	-	-	-	-	-	-	160
T3	2	-	-	-	3	4	2	4	9	12	15	42	67	158
T4	4	24	75	57	-	-	-	-	-	-	-	-	-	156
T5	1	2	2	-	3	6	-	10	31	25	20	32	28	159

4.2. Analysis of the subjects' responses

Now we present a detailed description of the subjects' responses to each item in the two sectors, showing the percentage and both the number grade and the letter grade of the respondents, in addition to showing the total number of failures and those who passed each test.

4.2.1. Government Schools

The total number of respondents in government schools is six-hundred twenty (620), but four (4) of them did not respond to T1. This leaves us with six-hundred sixteen (616) students.

Table 3.a. Students' scores in Test 1

No. of items	0	1	2	3	4	5	6	7	8	9
%	-	11.11	22.22	33.33	44.44	50.55	66.66	77.77	88.88	99.99
T 1	4	9	8	16	29	84	142	172	114	42
L.G	-	F	F	F	F	F	D	C	B	A

n= 616

Table (3.a) above shows the number of students who responded to each item in T1 and the percentage, showing each student's letter and number grades.

Table 3.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
146	23.70%	470	76.30%

n=616

The above table shows the number of failures and the number of those who succeeded and their percentages.

The total number of respondents in T2 is 620, meaning that all students responded to this test.

Table 4.a .Students' scores in Test 2

No. of items	0	1	2	3	4	5
%	-	20%	40%	60%	80%	100%
T 2	0	8	14	46	176	376
L.G	-	F	F	D	B	A

n =620

Table (4.a) above shows the number of students who responded to each item in T2, showing their letter grade and their number grade.

Table.4.b.Percentages

No. of Failures	% to total	No. of those who passed	% to total
22	3.54	598	96.46

n=620

The above table shows the number of failures and the number of those who succeeded and their percentages.

The total number of respondents in T3 is 620, but 42 of them did not respond this test . This leaves us with 578 students.

Table 5.a. Students' scores in Test 3

No. of items	0	1	2	3	4	5	6	7	8	9	10	11	12
%	-	8.3	16.6	24.9	33.3	41.6	49.9	58.3	66.6	74.9	83.3	91.6	100
T 3	42	6	9	8	18	31	38	74	72	43	67	126	86
L.G	-	F	F	F	F	F	F	F	D	C	B	A	A

n=578

Table (5.a) above shows the number of students who responded to each item in T3, showing both the letter grade and the number grade of each student.

Table 5.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
184	31.8	394	68.2

n=578

The above table shows the number of failures and the number of those who succeeded and their percentages.

The total number of subjects is 620, but 64 of them did not respond to T4. This leaves us with 556 respondents.

Table 6.a. Students' scores in Test 4

No. of items	0	1	2	3
%	-	33.3%	66.66	99.9
T 4	64	242	198	116
L.G	-	F	D	A

n=556

Table (6.a) above shows the number of students who responded to each item in T4. It also shows the letter and number grades awarded to each respondent .

Table 6.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
242	45.3	293	54.7

n=556

The above table shows the number of failures and the number of those who succeeded and their percentages.

The total number of respondents is 620, but 6 of them did not answer T5. This leaves us with 614 students.

Table 7.a.Students' scores in Test 5

No. of items	0	1	2	3	4	5	6	7	8	9	10	11	12
%	-	8.3	16.6	24.9	33.3	41.6	49.9	58.3	66.6	74.9	83.3	91.6	100
T 5	6	7	4	8	11	43	78	94	102	61	96	62	48
L.G	-	F	F	F	F	F	F	F	D	C	B	A	A

n=614

Table (7.a) above shows the number of students who responded to each item in T5, in addition to showing both their letter and number grades.

Table 7.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
245	39.9	369	60.1

n=614

The above table shows the number of failures and the number of those who succeeded and their percentages.

4.2.2. Private Schools

Total number of subjects in the private schools is 160.

Table 8.a. Students' scores in Test 1

No. of items	0	1	2	3	4	5	6	7	8	9
%	-	11.11	-	33.33	44.44	55.55	66.11	77.77	88.88	99.99
T 1	-	2	-	4	-	7	16	41	59	31
L.G	-	F	-	F	F	F	D	C	B	A

n=160

Table (8.a) above shows the number of students who responded to each item in T1, showing the letter grade and the number grade to each respondent.

Table 8.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
12	8.2	147	91.8

n=160

The above table shows the number of failures and the number of those who succeeded and their percentages in T1.

The number of respondents to T2 is 620 students.

Table 9.a. Students' scores in Test 2

No. of items	0	1	2	3	4	5
%	-	20	40	60	80	100
T 2	-	10	2	9	46	103
L.G	-	F	F	D	B	A

n=160

Table (9.a) above shows the number of students who responded to each item in T2. It also shows the letter and number grades for each respondent.

Table 9.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
12	7.5	148	92.5

n=160

The above table shows the number of failures and the number of those who succeeded and their percentages.

The total number of respondents is 160, but 2 of them did not respond to T 3. This leaves us with 158 students.

Table 10.a. Students' scores in Test 3

No. of items	0	1	2	3	4	5	6	7	8	9	10	11	12
%	-	8.3	16.6	24.9	33.3	41.6	49.9	58.3	66.6	74.9	83.3	91.6	100
T3	2	-	-	-	3	4	2	4	9	12	15	42	67
L.G	-	F	F	F	F	F	F	F	D	C	B	A	A

n=158

Table (10.a) above shows the number of students who responded to each item in T3, showing each respondents' letter and number grade.

Table 10.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
13	8.2	145	91.8

n=158

The above table shows the number of failures and the number of those who succeeded and their percentages.

The total number of respondents is 160, but 4 of them did not respond to T4 .This leaves us with 156 students.

Table 11.a. Students' scores in Test 4

No. of items	0	1	2	3
%	-	33.3	66.6	99.9
T 4	4	24	75	57
L.G	-	F	D	A

n=156

Table (11.a) above shows the number of students who responded to each item in T4. This table also shows the letter and number grades awarded to each respondent .

Table 11.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
24	15.3	132	84.7

n=156

Table (11.b.) above shows the number of failures and the number of those who succeeded and their percentages.

The total number of respondents is 160, but 1 of them did not respond to T5. This leaves us with 159 students.

Table 12.a. Students' scores in Test 5

No. of items	0	1	2	3	4	5	6	7	8	9	10	11	12
%	-	8.3	16.6	24.9	33.3	41.6	49.9	58.3	66.6	74.9	83.3	91.6	100
T 5	1	2	2	-	3	6	-	10	31	25	20	32	28
L.G.	-	F	F	F	F	F	F	F	D	C	B	A	A

n=159

Table (12.a) above shows the number of students who responded to each item in T5, showing each respondents letter and number grade.

Table 12.b. Percentages

No. of Failures	% to total	No. of those who passed	% to total
23	14.4	136	85.6

n=159

Table (12.b.) above shows the number of failures and the number of those who succeeded and their percentages.

4.2.3. Comparisons and Contrasts

The tables below present the letter grades and the number of students who obtained each grade and then draw a comparison and contrast between government schools and private schools.

Table 13. Government schools letter grades

Test	A	%	B	%	C	%	D	%	F	%	Total
T1	42	6.8	114	18.5	172	27.9	142	23.5	146	23.7	616
T2	376	60.6	176	28.4	-	-	46	7.4	22	3.5	620
T3	212	36.6	67	11.6	43	7.4	72	12.4	184	31.8	578
T4	116	21.6	-	-	-	-	198	36.9	242	45	536
T5	110	17.9	96	13.6	61	9.9	102	16.6	245	39.9	614

n=620

Table 14. Private schools letter grades

Test	A	%	B	%	C	%	D	%	F	%	Total
T1	31	8	60	37.5	41	25.6	16	10	12	7.5	160
T2	93	58	46	28.75	-	-	9	5.6	12	7.5	160
T3	109	68.9	15	9.4	12	6.5	9	5.6	13	8.2	158
T4	57	36.5	-	-	-	-	75	48	24	15.3	156
T5	60	37.7	20	12.6	25	15.7	31	19.4	23	14.4	159

n=160

A close look at the above tables reveals that the percentage of private school students who scored A, B, C. and D is higher than the percentage of the government schools students who were awarded the same scores in each test; however, the percentage of private school students who failed is lower than that of government school students. This indicates that the performance of private school students is much better than that of government school students in the same linguistic aspects in which they were both tested.

Hypotheses results:

To examine the hypotheses mentioned earlier, Independent T-Test was used to analyze the data.

Table 15. Mean and standard deviation in the five tests in government schools.

Test	Government (n=620)	
	Mean	SD
1	6.379	1.685
2	4.448	0.829
3	8.181	3.387
4	1.590	0.908
5	8.076	2.480
Total Score	28.674	9.039

* Significant at ($\alpha = 0.05$). D.F (778)

Table (15) above shows the mean and the standard deviation for the five tests in government schools.

Table 16. Mean and standard deviation for the five tests in private schools.

Test	Private (n=160)	
	Mean	SD
1	7.394	1.458
2	4.456	0.661
3	10.431	2.248
4	2.156	0.765
5	9.244	2.431
Total Score	33.788	7.336

* Significant at ($\alpha= 0.05$). D.F (778)

Table (16) above shows the mean and the standard deviation for the five tests in government schools.

In order to find the differences in the five tests and the total score of the test due to the school type variable, Independent T-test was used and its results are given in table (17) below.

Table 17.T-Test results for differences in five tests, and total score of the test due to the school type variable.

Test	Government (n=620)		Private (n=160)		T value	Sig.*
	Mean	SD	Mean	SD		
1	6.379	1.685	7.394	1.458	-6.972	0.0001*
2	4.448	0.829	4.456	0.661	-1.614	0.107
3	8.181	3.387	10.431	2.248	-7.963	0.0001*
4	1.590	0.908	2.156	0.765	-7.249	0.0001*
5	8.076	2.480	9.244	2.431	-5.332	0.0001*
Total Score	28.674	9.039	33.788	7.336	-6.614	0.0001*

* Significant at ($\alpha= 0.05$). D.F (778)

The results of table (17) above show that:

1. There are significant differences at ($\alpha= 0.05$) in the first test between government schools and private schools. These differences are for the private school. This means that the private school student's achievement is better than that of the government school students. This conclusion leads us to reject our first hypothesis.

2. There are no significant differences at ($\alpha= 0.05$) in the second test between government schools and private schools. This means that the

performance of the students in both sectors is the same. Accordingly; it can be said that hypothesis number two is accepted.

3. There are significant differences at ($\alpha = 0.05$) in the third test between government schools and private schools. These differences are for the private schools. As a result we can say that the private school students' achievement is higher than that of the government schools. Therefore, we reject our hypothesis number three.

4. There are significant differences at ($\alpha = 0.05$) in the fourth test between government schools and private schools. These differences are for the private schools, meaning that the latter's performance is better than the former's. This conclusion is a piece of evidence for rejecting research hypothesis number four.

5. There are significant differences at ($\alpha = 0.05$) in the fifth test between government schools and private schools for the private school. This means that the performance of the private school students is much better than the performance of the government school students. This is enough evidence to reject research hypothesis number five.

6. There are significant differences at ($\alpha = 0.05$) in the total Score between government schools and private schools. These differences are for the private schools. This shows us that the total performance of private school students in the five tests as a whole is greater than the performance of the government school students as is reflected in the total score of each sector.

4.3. Findings

A comparison and contrast of the results of each test and the percentage of each score is given below in table (15).

Table15.Comparison of scores and percentages in both types of schools

Test	School	A	%	B	%	C	%	D	%	F	%	Total
T1	G	42	6.8	114	18.5	172	27.9	142	23.5	146	23.7	616
	P	31	8	60	37.5	41	25.6	16	10	12	7.5	160
T2	G	376	60.6	176	28.4	-	-	46	7.4	22	3.5	620
	P	93	58	46	28.75	-	-	9	5.6	12	7.5	160
T3	G	212	36.6	67	11.6	43	7.4	72	12.4	184	31.8	578
	P	109	68.9	15	9.4	12	6.5	9	5.6	13	8.2	158
T4	G	116	21.6	-	-	-	-	198	36.9	242	45	556
	P	57	36.5	-	-	-	-	75	48	24	15.3	156
T5	G	110	17.9	96	13.6	61	9.9	102	16.6	242	45	614
	P	60	37.7	20	12.6	25	15.7	31	19.4	23	14.4	159

n=780

In test 1, it was found that percentages of the those who were awarded A, B,C,D in government schools is 6.8%, 18.5%, 27.9%, 23.5% respectively in contrast with 8%,37.5%, 25.6%,and 10% in the private sector. This shows that the performance in the latter is higher than that of the

former. It should be mentioned that those who scored a C in GS is higher (27.9%: 25.6%) However, the percentage of failures in PS is much lower (7.5%: 23.7%) than in GS.

In test 2, the percentage of As is higher in GS (60.6%: 58%), and the percentage of B students is almost the same (28.75%: 28.4%). No students received a C in both sectors. The percentage of failures is higher in PS by 4% (7.5%: 3.5%). The nonexistence of the score C here is accounted for on the grounds that test 2 consisted of five items, each of which was given 20%. So the C score is excluded since the total score could be either 20%, 40%, 60%, 80% or 100%. Thus, excluding C scores.

In test 3, the results show that the percentage of As in PS is higher than the GS by 32% (68.9 %: 36.6%), but the B percentage is lower by 2% (9.4%: 11.6%), the C by 1% (6.5%: 7.4%), and the F is much lower by about 24% (8.2%: 31.8%).

In test 4, we found out that the percentage of As (36.5%: 21.6%) and Ds is higher in PS (48%: 36.9%), but the F percentage is lower by 30% (15.3%: 45%). We should mention here that no students were awarded B or C in both schools. This could be explained as follows: Test 4 consisted of three items and each item was given 33.33%. As a result the total score for each respondent is either 33.33%, 66.66%, or 99.99%, automatically excluding Bs and Cs letter grades.

In test 5, it was found that the percentage of A, C, and D (37.7, 15.7, and 19.4) in PS is higher than those of GS (17.9, 9.9, 16.6). However, the percentage of B is lower. The percentage of F is much lower than that of GS (14.4: 45).

If we compare the percentage of those who succeeded, which is 89.4% in PS 71.70% in GS with those who failed in both sectors which is

in 10.6 % PS and 28.30 % in GS, we come to the conclusion that the overall performance of the PS students is much higher than that of government school students in the total score when taking the tests as whole.

4.4. Discussion of Findings

Five tests, covering the areas of grammar, spelling, morphology, writing, and filling in the blanks were administered to the government and private school students to find out whether the introduction of English in primary schools as of grade one had an influence on Arabic, in contrast with government school students who started to learn English in grade seven.

The first test (see page 30), which asked the students to fill in the blanks with a suitable word, was relatively easy and on the whole produced acceptable answers. The percentage of failures was 23.70% in GS and 8.2 % in PS. However, in sentence (a) some students wrote the word “و” (and) “with” instead of “مع” (with). Whilst both are technically correct, the second option would have been much better. In sentence (b) a number of girls used the article “إن” (that) instead of the noun “دعوة” (prayer) showing that they didn’t understand the sentence. Sentence (f) had a number of possible answers and all of these were marked as correct. However, as a whole, this test produced a lot of spelling mistakes. Moreover, different nouns were used in the same sentence most of which were acceptable whilst others altered the whole meaning of this sentence and were not acceptable.

Test two, which asked the students to put each word in a well-formed sentence, was relatively easy and high grades were obtained in both sectors. The percentage of failures is 3.54 % in GS and 7.5 % in PS.

Test three, which asked the students to change a given sentence to dual and plural (masculine and feminine), was also straightforward and easy

to answer for the students. The percentage of failures was 31.8 % in GS and 8.2% in PS.

The sentences constructed around the given words, in test two were mostly very short, but enough to demonstrate that the students understood both the test and the given word. Whilst most of the students understood and answered test three correctly, distinguishing between masculine and feminine, dual and plural, there seemed to be confusion about how to write the answers, showing that the test itself was not read carefully enough or was found to be confusing. This resulted in the given sentence frequently being ignored and a new one being made up or, in several cases, one-word answers being given, in both cases they were not counted as acceptable answers.

The very low marks gained in test four, which asked the students to circle the well-formed sentence out of four choices, were at first surprising. However, these low results may be due to a) that this test has three items, each was given 33%. Accordingly, if a student answers only one item she fails, and b) this test tested the use of case markers, which usually mark the case of nouns. This has been known to be a problematic area for native speakers who have never been exposed to any foreign language. Thus, we have a 45.3 % of failures in GS and 15.3 % in PS. The test seemed easy and straightforward, but it became obvious that the students, as a whole, did not have a strong enough grasp of spelling or word structure. In most cases, the difference between the correct and incorrect sentences was only one letter or diacritic, "fat'ha"(accusative marker), "dhamma" (nominative marker) and "tanween" (could be accusative, nominative, or oblique), depending on the grammatical function of the noun.. A thorough knowledge of the rules for using these is necessary and it became obvious that the majority of the

students, who were tested, did not seem to know these rules or did not understand them.

Test five, consisting of twelve items, asked the students to choose the correct form of a word involving the writing of “hamza” “the glottal stop”. This question proved to be another difficult one for the students, since putting the “hamza” in the correct place is the most problematic area for Arabs except those who major in Arabic morphology and syntax. As a result, the percentage of failures is 39.9% in GS and in 14.4% in PS.

It should be mentioned here that the results of this study concur with the results of Al-Mutawa.(1996) , and Eassa, (1997) who maintain that the introduction of L2 had no negative effect on their subjects’ competence in Arabic.

It is also consistent with the results of Ahmed, (1990) who claims that the grades achieved by the private school students were better than those of the public school students in their linguistic development in Arabic and that these students registered a higher level of intelligence than those of the public schools according to Wexler Test.

Finally, the current results support the findings of Abujalah, (1995) who say that the delay in starting to teach a foreign language in primary schools is unjustifiable.

However, the results of the study are inconsistent with the results of Al-Zufri, (1996) who claims that introducing L2 in primary schools has negative effects on Arabic when he found out that the subjects who have been studying L2 from grade 1 gained an average score of 35% , whereas those who had not studied English averaged 74% . This difference was in all aspects of Arabic.

The results are also in disagreement with the results of Al-Shammary,(1989), when he says that teaching L2 in primary grades would take the time from Arabic and religious studies. This introduction would also lead to the student's distrust in his language and culture and make him sympathize with the foreign language and its culture.

Finally the results of this study are incongruent with Al-Mulla's (1994) results. She says that students who did not learn L2 in public schools were better than those who learnt it in private non-intensive schools. She adds that Arabic was negatively affected when students learned both languages from an early stage, but she recommends teaching L2 from grade six not earlier than that.

4.5. Conclusion

As mentioned earlier, private school students start to learn English from grade 1, while government school students, at the time of conducting the study, used to learn English from grade 7. Comparing the government and private school students' performance in the five tests showed that the percentage of students, who succeeded in each test from the private schools, was higher than that of government school students. This shows that the private school students had a more advanced command of Arabic grammar, structure and spelling; this study also showed that not only did a higher percentage of private school students achieved A, B,C , and D grades for all questions, but also far fewer of them got F. The overall percentage of failures in both sectors is 28.33% in GS and 10.6% in PS, and the overall percentage of those who succeeded is 71.70% in GS and 89.4 % in PS.

The situation being as it is, the question to be asked then is “Does the introduction of new vocabulary, grammar, new system of writing, and a new

language structure-English in this case- interfere with and hinder the successful acquisition of the subjects' mother tongue?

Based on the results of the performance of each sector in the five tests, it can be concluded that the students in private schools did considerably better than the control group, i.e., government schools. In other words, the introduction of English in primary private schools had no negative effect on the acquisition of Arabic. This result could be generalized to GS, and consequently, it can be concluded that the introduction of English in primary schools in Saudi Arabia will have no effect on Arabic, the mother tongue of the learners.

CHAPTER 5

Recommendations

5.0. Introduction

Based on the findings the researcher arrived at, this chapter presents a number of recommendations that, the researcher thinks, are in order.

5.1. Recommendations

This study has given answers to questions asked by the researcher at the beginning about the possible effect of L2 on L1 and the hope is that these findings will encourage people to continue with the English teaching program in both the government and private schools. This study is a start, but it has gone some way to show that learning a foreign language does not have a negative effect on students' competence or ability to cope with learning Arabic. In the light of this study the following recommendations can be made:

1. This research could be extended to students of different ages. With more researchers available, students could be tested at all grades of primary school, starting with grade one.

2. It could be replicated in other parts of Saudi, involving other cities in the Kingdom. Dammam was chosen as a reasonable and manageable sampling area, which would give a representative student pool. But in a wider study of female students from all the cities in Saudi Arabia could take part and even more conclusive data could be gathered.

3. More research should be carried out on the psychological aspect of foreign language learning. Although this was not the focus of this study, but it is a very closely related topic, as work overload, language confusion and effects on first language development, all affect students' attitude and willingness to learn a foreign language.

4. Other, related studies on the effects of L2 on the students reading and speaking skills in L1 could also be conducted.

5. Administering the same tests in other areas of Saudi Arabia, using as subjects both males and females in government schools and private schools.

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APPENDIX ONE

The introductory letter

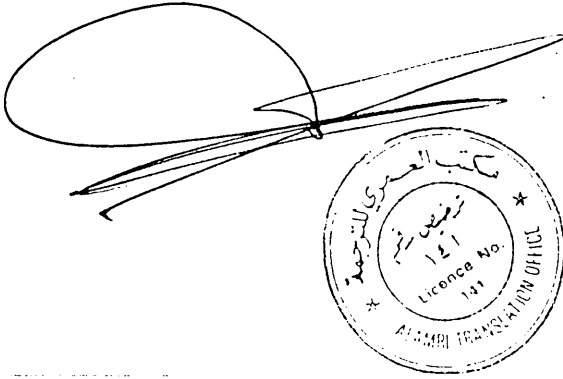
To my dear students in grade six:

I am conducting a research to fulfill requirements necessary for obtaining a master degree. The subject of my research focuses on levels of your knowledge in Arabic Language. Therefore, I kindly request you to answer the questions contained in the enclosed tests, with no need to mention your names. Your answers will have nothing related to the marks you achieved in your school subjects. The objective of this test is to know and assess your ability in answering the different tests.

Finally, I express to you my real thanks for your positive cooperation and seriousness in selecting the answers.

Hala Jamal
Researcher

Official Seal:
(Directorate General for Girls' Education in the Eastern Province)
(Educational research & Studies Unit)



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مكتب العسري للترجمة

ص.ب ٨٥٧ الدمام ٣١٤٢١

ترخيص رقم ١٤١ - هاتف : ٨٣٢٢٩٤٤ (٠٣)

فاكس : ٨٣٢٢٩٤٤ (٠٣)

عضو الغرفة التجارية رقم ١٨٩١١ / ٤

بسم الله الرحمن الرحيم

بناتي الحبيبات طالبات الصف السادس الابتدائي:

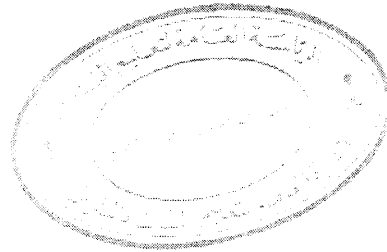
السلام عليكم ورحمة الله وبركاته.

نظراً لقيامي بعمل دراسة الماجستير والتي تهتم بمعرفة مستوى اللغة العربية لديكن. أتمنى أن تقومن بالإجابة علي الاستبيان التالي والذي ليس من الضروري فيه ذكر أسمائكن وليس فيه أي ارتباط بدراجتكن في المواد الدراسية المختلفة ولكن الهدف فيه هو الوصول إلى معرفة مقدرتكن علي الإجابة علي الاسئلة المختلفة.

وأخيراً أشكركن علي حسن تعاونكن وعلى الجدية في اختيار الإجابات.

مقدمة الاستبيان:

هاله جمال.



The Tests

Test one

١. اكمل الفراغات التالية بالكلمات المناسبة:

- سافرت إخواني إلى الحج.
أحب أزور أقربائي.
..... المظلوم مستجابة.
ليله القدر من ألف شهر.
نحن قوم لا حتى نجوع.
لم الهلال فأكملنا عدة الشهر ثلاثون يوماً.
في السلامة وفي العجلة الندامة.
إذا تصدقت فابداً بذوي
الحج أحد الإسلام الخمسة.

Test two

٢. ضع الكلمات التالية في جمل مفيدة:

* المعلم

.....

* الصلاة

.....

* الكذب

.....

* الغش

.....

* الأمانة

.....

Test Three

٣. حولي الجملة التالية ((المعظمة مخلصه في عملها)) مع تغيير ما يلزم إلى :
* مثى مذكر.

.....
* مثى مؤنث.

.....
* جمع مذكر سالم.

.....
* جمع مؤنث سالم.

Test Four

٤. ضعي علامة (√) عند الإجابة الصحيحة:

- أ-
- 1- إن امرؤ هلك ليس له ولد.
 - 2- إن امرئ هلك ليس له ولد.
 - 3- إن امرأ هلك ليس له ولد.
 - 4- إن امرء هلك ليس له ولد.

- ب-
- 1- إن المعلمين حريصون على طلابهم.
 - 2- إن المعلمين حريصين على طلابهم.
 - 3- إن المعلمين حريص على طلابهم.
 - 4- إن المعلمين حرص على طلابهم.

- ج-
- 1- وكان الله قديراً.
 - 2- وكان الله قديرٌ.
 - 3- وكان الله قديرٍ.
 - 4- وكان الله قديرن.

Test Five

هـ . ضعي دائرة حول الكلمة الصحيحة في الكلمات التالية:

- ملء – ملأ – ملء
- شيء – شئ – شيئاً
- سيء – سيأ – سيئ
- لآلى – لآلأ – لآليء
- سؤدد – سوادد – سؤدد
- إجراء – إجراً – إجراء
- الليل – اليل – اللليل
- المسئولية – المسئولية – المسئولية
- سئم – سأم – سائم
- مأدبة – مأدوبة – مندبة
- ماشاء – مشاء – ماشاءا
- النور – انور – النر

Official papers

Head Quarters For Girls Education
Directorate General For Girls Education in the Eastern Province
Educational Studies & Research Unit
Department of Studies & Research

Date : 26/1/1424H (29/3/2003G)
Enclosures : Questionnaire

Subject : Assistance for the researcher : Hala Fahmi Jamal

To : Directors (Ladies) of primary schools in Dammam

Greetings:

With reference to directions given by the general director for girls education vide his letter No (without) dated 5/1/1424. related to approval to facilitate the job for the researcher Mrs. Hala Fahmi Jamal, who is student in the department of Arabic Language, Bahrain university.

Mrs. Hala Fahmi Jamal is conducting a research for the fulfillments of her M.A degree under the title : **"Comparative study to highlight the effects of studying any foreign language on the Arabic Language, with certain emphasis on handwriting skills between six primary class students in government schools, and six primary class students in private schools, in Saudi Arabia"**.

The study requires to distribute a questionnaire over the six primary class students in both government and private schools.

Therefore we have no objection to her facilitate her job. The researcher shall deliver and receive the questionnaires by herself.

Best regards,

D. Malka B. Al-Tayar
Director of Educational Studies & Research Unit

ALAMRI Translation Office

P.O. Box 857 Dammam 31421

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Fax: (03) 8322944

Chamber of Commerce No. 18911/4

مكتب المـري للترجمة

ص.ب ٨٥٧ الدمام ٣١٤٢١

ترخيص رقم ١٤١ - هاتف: (٠٣) ٨٣٢٢٩٤٤

فاكس: (٠٣) ٨٣٢٢٩٤٤

عضو الغرفة التجارية رقم ١٨٩١١ / ٤

المحترمات / مديرات المدارس (الابتدائية) بالدمام

بناءً على إجابة المدير العام لتعليم البنات رقم بدون بتاريخ ١٤٢٤/١/٥هـ بشأن الموافقة على تسهيل مهمة الباحثة هالة فهمي جمال طالبة في جامعة البحرين قسم اللغة الإنجليزية والتي تقوم بعمل رسالة الماجستير موضوعها "دراسة مقارنة لبيان تأثير دراسة أي لغة أجنبية على اللغة العربية مع التركيز على مهارة الكتابة لدى طالبات الصف السادس الابتدائي في المدارس الحكومية ومقارنتها لدى طالبات المدارس الخاصة في المملكة العربية السعودية" ويتطلب ذلك توزيع استبانته على طالبات الصف السادس الابتدائي في المدارس الحكومية والأهلية .

والله الموفق لما فيه الخير،،

مذيبة وحدة الدراسات والبحوث التربوية

1/27

د. ملکہ بنت بکر الطیار



هي: لتقسم الدراسات والبحوث .

Comments from Arabic teachers of the participating schools.

Kingdom of Saudi Arabia

Ministry of Education

Girls' Education Affairs

Directorate General for Girls Education in the Eastern Province

Department of Arabic Language

Opinions given by Arabic Language supervisors about the tests prepared and presented by the researcher Hala Fahmi Jamal:

1. All the tests are diversified and inclusive to all syllabus of Arabic Language in the elementary level (forth, fifth and sixth grades).
2. The tests in general measure the different hand-writing skills (grammar – dictation – language).
3. The tests are quite consistent with level of test category.

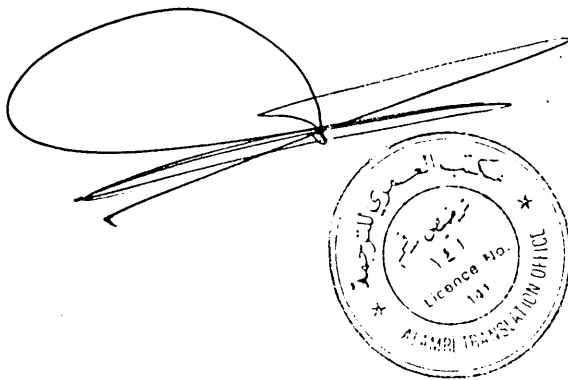
Lots of thanks to the researcher for the valuable efforts she devoted.

For: Arabic Language supervisors

Mona Al-Dossary

Dated: 12/2/1424

14/4/2003



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مكتب العمري للترجمة

ص.ب ٨٥٧ الدمام ٣١٤٢١

ترخيص رقم ١٤١ - هاتف : ٨٣٢٢٩٤٤ (٠٣)

فاكس : ٨٣٢٢٩٤٤ (٠٣)

عضو الغرفة التجارية رقم ١٨٩١١ / ٤

مرنيات مشرفات اللغة العربية حول الأسئلة التي تتضمنها الاستبانة المقدمة
من الباحثة / هالة فهمي جمال

١. أسئلة الاستبانة متنوعة وشاملة لما درسته الطالبة في مقرر اللغة العربية للمرحلة الابتدائية (الصف الرابع ، الخامس ، السادس) .
٢. الأسئلة بشكل عام تقيس المهارات الكتابية المتعددة وهي (القواعد ، الإملاء ، اللغة) .
٣. مناسبة الأسئلة لمستوى الفئة الخاضعة للاختبار .

مع خالص الشكر للباحثة على جهودها المبذولة

مشرفات اللغة العربية
عن / من الدورية

Date: 5/2/1425H
: 7/4/2003G

To Whom it May Concern

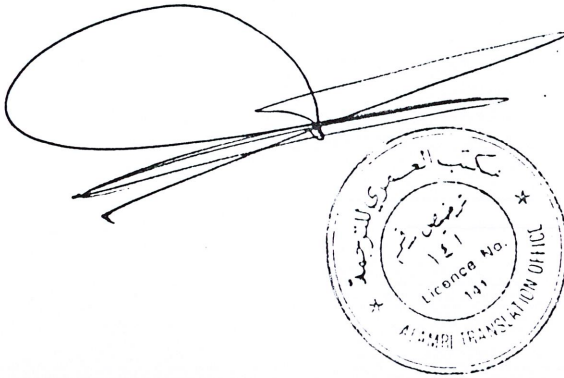
Our opinion about the tests prepared and presented by the researcher / **Hala Fahmi Jamal** is a follows:

1. The tests are diversified and inclusive.
2. The tests are quite consistent with level of test category.
3. The tests had defined the different types of skills (grammar – dictation - language).
4. The tests had measured skill abilities i.e. selection among various choices. This ability requires good standard of student in basic knowledge and application in accurate and correct manner.
5. The tests had measured the student's ability in composing correct sentences.

Lots of thanks.

First teacher of Arabic Language
Safiya Shada.

Approved by:
Director of Al-Hussan Modern National Grils Schools
Fatima M. Al-Abbasi.



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ص.ب ٨٥٧ الدمام ٣١٤٢١

ترخيص رقم ١٤١ - هاتف : ٨٣٢٢٩٤٤ (٠٣)

فاكس : ٨٣٢٢٩٤٤ (٠٣)

عضو الغرفة التجارية رقم ١٨٩١١ / ٤



المشروعات : _____

الموضوع : _____

الرقم : _____

التاريخ : ١٤٢٤ / ٢ / ٥ هـ

إلى من يهمه الأمر

مرنياتنا حول الاستبيان المقدم من الباحثة / هالة فهمي جمال

١. تنوع أسئلة الاستبيان وشمولها .
٢. مناسبة الأسئلة لمستوى الفئة الخاضعة للاستبيان .
٣. قياس الأسئلة لمهارات لغوية متعددة (نحو - إملاء - لغة) .
٤. قياس الأسئلة لقدرات مهارية كالاختيار من متعدد وهذا يتطلب من الطالبة إتقان القواعد المدروسة وتطبيقها بشكل دقيق و صحيح .
٥. قياس الأسئلة لقدرة الطالبة على تكوين الجمل مع الصياغة السليمة .

مع جزيل الشكر،،

المعلمة الأولى للغة العربية : صفية شحاده

يعتمد مديرة مدارس الحصان النموذجية الأهلية للبنات

فاطمة بنت محمد العباسي

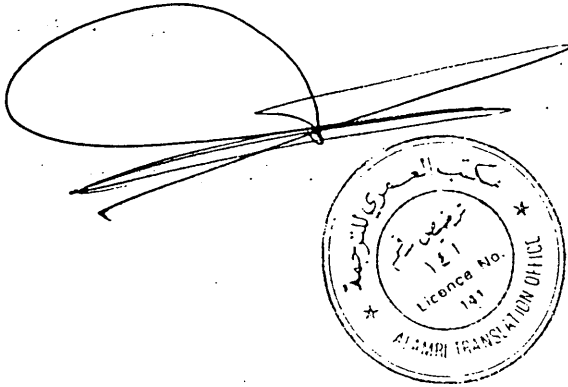
To:

Educational Research & Studies Unit

We had acknowledged the tests prepared and presented by the researcher **Hala Fahmi Jamal**. Tests were diversified and objective. It aimed at educating the student to use correct and accurate grammar and be keen in making notice. It also had strengthened students' ability in composition of sentences, which will result in good, correct and mistake free writing.

Rahima Al-Balawna
Sara Al-Mishouh

Approved
School Director :
Al Jawhara Al-Teimi



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مكتب العمري للترجمة

ص.ب ٨٥٧ الدمام ٣١٤٢١

ترخيص رقم ١٤١ - هاتف : ٨٣٢٢٩٤٤ (٠٣)

فاكس : ٨٣٢٢٩٤٤ (٠٣)

عضو الغرفة التجارية رقم ١٨٩١١ / ٤

بسم الله الرحمن الرحيم

إلى وحدة الدراسات والبحوث التربوية .
لقد تم الاطلاع على الاستبيان للباحث . هاله فهمي جمال .
ولقد كانت الأسئلة متنوعة جداً وهادفة
لما رعت إليه من تقويد الطالبات على
هتة الحكم ودقة الملاحظة وتقوية ملكة
التعبير لديهن والوصول بهن إلى
هتة الكتابات والابتعاد عن الخطأ

رعية لبلارنه حكيمة

سارة المستوح

٥/٢٨/٢٠١٧

مديرة المدرسة

البحراني