

The Perceived Impact of Early Exposure to the English Language on their Native Language: A Case Study

By

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Abstract

Given that the optimal age for learning foreign languages is that which occurs before the puberty age, this study aimed to explore the impact of early English exposure of Arab learners at an early stage of schooling on their mother language, i.e., Arabic as perceived by learners and their parents. The researcher employed two questionnaires that tapped into the learners' and parents' perceptions by collecting quantitative and qualitative data within a descriptive research design. Participants included forty-seven students and twenty-five parents to inform the present study, all selected by convenience sampling. Results indicated that for the present sample, 50% of informants agreed that they were used to speaking English at home while the other half of the sample indicated that they did not use but Arabic at home. For parents' perceptions, 68% of the informant parents indicated that their children preferred to use Arabic in their communication at home. This means that informants who use English in browsing the Internet and in communicating in the social media, indicates that the early exposure to English language can affect the Arabic language. Further research is needed to (dis)confirm these results and explain their pedagogical implications for English education in the Arab world.

Keywords: early exposure, foreign language education, native language, perceived impact, case study

الأثر المدرك للتعرض المبكر لتعلم اللغة الإنجليزية على اللغة الأم: دراسة حالة

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الأستاذ المشارك بكلية اللغات والترجمة

جامعة الملك خالد بأبها

ملخص:

بالنظر إلى أن السن الأمثل لتعلم اللغات الأجنبية هو الذي يسبق سن البلوغ، تهدف هذه الدراسة إلى استكشاف تأثير التعرض المبكر للغة الإنجليزية للمتعلمين العرب في مرحلة مبكرة من التعليم على لغتهم الأم ، أي العربية كما يراها المتعلمون وأولياء أمورهم. استخدم الباحث استبيانين تم تطبيقهما في استقصاء مدركات المتعلمين والآباء من خلال جمع البيانات الكمية والنوعية ضمن تصميم بحث وصفي. شملت عينة البحث سبعة وأربعين طالباً وطالبة، وبالمثل خمساً وعشرين من أولياء الأمور لجمع البيانات في هذه الدراسة، تم اختيارهم جميعاً عن طريق المعاينة بالمواعمة. أوضحت النتائج أنه بالنسبة للعينة الحالية، يرى ٥٠٪ من عينة الدارسين أنهم اعتادوا على التحدث باللغة الإنجليزية في المنزل؛ بينما أشار النصف الآخر من العينة إلى أنهم لم يستخدموا اللغة العربية في المنزل. بالنسبة لتصورات الوالدين ، أشار ٦٨٪ من أولياء الأمور أفراد العينة إلى أن أبناءهم يفضلون استخدام اللغة العربية في التواصل في المنزل. هذا يعني أن الدارسين الذين يستخدمون اللغة الإنجليزية في تصفح الإنترنت والتواصل في وسائل التواصل الاجتماعي ، يشيرون إلى أن التعرض المبكر للغة الإنجليزية يمكن أن يؤثر على اللغة العربية. لذلك، فهناك حاجة إلى مزيد من البحث لتأكيد هذه النتائج أو نفيها وشرح آثارها التربوية على تعليم اللغة الإنجليزية في العالم العربي.

الكلمات المفتاحية: التعرض المبكر للغة الأجنبية؛ اللغة الوطنية الأولى؛ التأثير المدرك؛ دراسة الحالة

Introduction

As a consequence of globalization and technology development, the world has become like a small village and English has been the most language used in research, education and communications. The expansion of the English language as a global language has led it to become a medium of instruction in schools in many countries (Al-Qahtani et, al. 2016). Arab countries are not an exception where English, similar to other countries, has become the second language spoken and used extensively not only in schools but also in a wide range of contexts (i.e. government offices, private sectors and as a Lingua Franca to communicate with people of different backgrounds). Consequently, bilingual education has witnessed an increase world widely and Saudi Arabia has received its lion share in this regard.

The use of the English language as the medium of instruction in Saudi private schools, in particular, is quite evident and parents prefer enrolling their children in these schools though educationalists believe that it may have some negative effects on the child's mother tongue. Whether we like it or not, the English language has gained worldwide acceptance as a lingua franca; and the 2000s has witnessed the growth of English in education internationally. The government of Saudi Arabia tries to integrate teaching English gradually in its elementary schools though such integration is still limited (Alsulami, forthcoming 2017). For this reason, the number of private schools which rely heavily on English as the medium of instruction in the last two decade or so has grown up rapidly and the spread of international schools has grown up nationwide. At the begging of their establishment, these schools were to some extent limited to students who don't speak Arabic but lately, the number of Arab students, including Saudis, enrolling in these schools has also increased. Courses presented in Arabic in international schools do not exist especially in environments where the majority of students' mother tongue is not Arabic. In some instances, there could be limited courses (two or three) presented in

Arabic in international schools where Arab students are the majority. The rest of the materials and textbooks are in English (i.e. Mathematics, Science, Social Science, Literature, History to name a few). Therefore, it is obvious that the focus of instruction in International schools is mainly in English and the use of Arabic is as the medium of instruction is limited to a number of classes per week. The major concern here is the possibility that such dependence on English as the medium of instruction at an early stage of education might have a negative impact on students' first language, which is, in this case, the Arabic language.

Statement of the problem

The researcher has been watching his son, who is currently studying at Talae3 Al Mustagbal School (one of the international schools in the southern region, which uses a K-12 western curriculum and noticed that his Arabic language proficiency is lagging behind compared to his achievement in the English language. The reason might be that are given little attention compared to other courses which are taught in English. The researcher also noticed that the son communicated well in English but his Arabic, especially in terms of writing and reading, is way beyond his English. Thus, the researcher assumed that his early exposure to English has affected his first language acquisition in some way.

The importance of the study

The use of English as the medium of instruction, as mentioned earlier, has grown rapidly in the Arab World. Parents prefer to enroll their children in private schools that rely heavily on western curriculum and use English as the main medium of instruction.

It is widely believed that the optimal age for learning a foreign language is that which occurs within the critical period. With that in mind, my son along with hundreds if not thousands of Saudi and Arab students' education took a different direction in which English has replaced Arabic and has become the medium of

instruction and of communication in class and outside of class at home. The widespread expansion of international schools, in Saudi Arabia in particular and in the Arab world in general, is a real proof that this phenomenon and its effects exceed the native language itself and touch other important cultural and religious issues. The present study, the researcher hopes, will contribute to existing studies in this long-debated matter. Furthermore, it is expected that it will yield fruitful results on such an important area of research and open the door for more extensive research about the effect of the acquisition of the second language on that of the mother tongue.

Research Questions

This study aims to find out about the impact of exposing young Arab learners to the English language at an early stage of their education on their mother tongue, Arabic. In particular, it attempts to answer the following questions:

1. How frequently do male and female students at Talae3 Almustagbal International Schools use the English language inside their schools and outside the school (at home)?
2. Does exposing young learners at Talae3 Almustagbal International Schools to English at an early stage affect their Arabic language?
3. How does exposing young learners at Talae3 Almustagbal International Schools affect their Arabic language?

Limitation of the study

This study is limited to young Saudi learners in terms of population and sampling; more specifically, it is limited to one school in Aseer region where English language is used as the main medium of instruction. The study was conducted in one of Asser International schools, namely The 7th grade at Talae3 Almustagbal International School. The scale of the study is limited to a random sample of male and female students.

Review of Related Literature

Learning a second language is an indispensable aspect of the present life and thus, it becomes a prevailing focus of many educational systems worldwide. It is not surprising to know that bilingual education exists in almost every country around the world. In Saudi Arabia, for example, private schools pride themselves for using foreign languages as part of their curricula, such as English and French, to attract more students to enroll in these schools. The number of private schools in Saudi Arabia has increased and some of these schools use English as the language of instruction. Alzahrani (2012) believes that bilingual programs are so important for students in general and Saudi Students in particular. He states that "bilingual education or immersion programs benefit students ... [and that] it is very important for Saudi Arabia's children to be bilingual at an early age" (p. 127). He added that educational system in Saudi Arabia should be reevaluated and "educational policymakers ... should also think about the advantages of bilingual programs so that the students in this country can also be a part of the half of the world's population who speak two or more languages" (p. 128). There is no doubt that bilingual education helps students to become more competent in today's world but it might also affect their L1 competence. Researchers have different views in this regard where some believe that the introduction of bilingual education should be delayed to avoid the influence of L2 on L1 learning (i.e. Lewis, 1995; Manuel, 1935; Sear, 1923 (as cited in Aldosari and Alsultan, 2017, in press); Balcom, 2003; Cook, 2002, 2003; Hussien, 2014a; Kecskes, 2010; Mennen, 2004). Others believe that the early introduction of the second language imposes no harm to the first language even if it is introduced at an early stage in schools (Aljohani, 2016). Some researchers have focused on the impact that the first language has on the second one (Akamatsu, 1999; Figueredo, 2006; Hu, 2013; Kim, 2009; Saji & Imai, 2013; Schwartz, 2013).

In Saudi Arabia, according to Alzahrani (2012), three challenges exist while providing bilingual education. These challenges are that "some educators are anti-bilingual, some believe that bilingualism can be a problem for our children in academic achievement, and some parents feel that bilingual education result in a loss of their child's first language" p. 131. On the other hand, some believe, contrary to the notion of subtractive bilingualism, that when bilingual education is handled properly and run correctly, it can provide successful bilingual literacy in both mother tongue and second language (Al-Qahtani et al., 2016, in press). Other researchers, are concerned about the literacy processes (e.g., phonological awareness) of L1 and L2 and the impact that may occur especially when the two languages differ (Netten, Droop, & Verhoeven, 2011; Saiegh-Haddad, Kogan, & Walters, 2010; Wilcox, Yagelski, & Yu, 2013). The notion of cross-linguistic transfer of literacy strategies between L1 and L2 has been highlighted by many researchers (e.g., Abu-Rabia & Sammour, 2013; Ghuma, 2011; Leider, Proctor, Silverman, & Harring, 2013). Al-Thaferi (1999) conducted a study in Kuwait to find out the impact of teaching English to young learners in Kuwaiti schools in relation to their academic achievement, attitude, and language interference. His study revealed that students who had not studied English scored better in Arabic subject. He also found that there was a negative interference from English to Arabic in all language skills. In the Saudi context, it is widely believed, that learning a second language, usually English, in the primary school negatively influences learning the mother tongue language, Arabic. Al-Jarf (2004) studied a group of Saudi students (40 students) who were enrolled in international schools in Saudi Arabia where English language was the medium of instruction. She found that the English language was the preferred language for all of the students of her sample, especially in reading and writing. Furthermore, the result of her study showed that 35% of her sample preferred to communicate in English rather than Arabic though it is their mother tongue.

Concerning the impact of second language acquisition on the literacy of first language, Cook (1991, 1994, and 2007) proposes the notion of multi-competence, which means that the mind of an individual who knows more than one language is different from the mind of a monolingual one. The argument has been made that language proficiency and cognitive development in the mind of a bilingual student is positively influenced by learning a second language (Cook, 2002, 2003; Kecskes, 2010). In other words, L2 learning affects L1 learning (e.g., Balcom, 2003), and L1 learning is improved by L2 learning (Cook, 2003). Yelland et al. (1993) found out that learning Italian (L2) by English children enhanced their reading in English (L1). In the same vein, Kecskes & Papp (2000) argued that L1 essay writing of Hungarian secondary school students who learned L2 improved compared to monolinguals. Similarly, Noor (2007) studied a group of university students and found that university students learning English (L2) performed better than their monolingual counterparts in syntactic processing in Arabic (L1).

When taking into consideration the orthography of Arabic and English, a critical issue which that is how English (L2) affects literacy in Arabic (L1) arises. To explain this issue, "it is important to consider the nature of the orthography of Arabic and English. Even though Arabic and English are alphabetic orthographies, there are main differences between the two writing systems" (Taouk & Coltheart, 2004, pp. 30-33). As Hussien (2014) indicates, "Arabic is written and read from right to left while English is written and read from left to right. Unlike English, letters in Arabic take different shapes, though the main form is maintained, according to their position in a word" (p. 75). In contrast to heterotrophic English orthography, Arabic is a homographic orthography, if presented unvowelized (Abu-Rabia & Siegel, 1995, 2003; Taouk & Coltheart, 2004, pp. 30-33). Further, Arabic is a diglossic language with significant differences between literary and spoken language. Vernaculars are everyday language and literary or Standard Arabic (SA) is used in printed media, Fridays speeches, and for formal use.

This diglossic situation affects learning to read and write in Arabic. Above all, the marker phenomenon, some letters are written but not pronounced, is more frequent in English than in Arabic.

In light of the aforementioned differences, it is assumed that teaching both languages, as the case of bilingual education programs, might be difficult for young learners who cannot distinguish these differences in their early ages. The risk might be more when English language is the medium of instruction, which might result, not in "subtractive bilingualism", but in a weakness in certain L1 (Arabic) skills namely: students' reading and writing. Thus, the present study will contribute to the previous literature dealing with the effect of the second language on the mother tongue literacy.

It is worth mentioning that this loss/gain matter is a long-debated one and it is widely believed that early introduction of foreign languages is much better than dallying it. Fillmore (1991) reported that Texas State passed a legislation allowing schools to teach foreign languages at an early stage of education. She is *in favor of* the idea of early exposure where she states that at "age 3 or 4... children are in a language-learning mode: They learn whatever language or languages they hear, as long as the conditions for language learning are present" (p. 325).

From this review of pertinent literature, one can assume that there are some reasons to believe that children can quickly acquire a level of proficiency in a second language that is comparable to children acquiring only their first language from birth: 1) based on the classical critical period hypothesis (Lenneberg, 1967; Penfield & Roberts, 1959), international schools children are well within the critical period for language acquisition, so they should acquire the target language rapidly and to native-like proficiency levels, other L2 acquisition factors being equal; 2) international schools children usually only receive input in their second language in contrast to typical first language learning children who continue to acquire their birth language and, as a result, divide their learning time between two the languages, the native tongue and the second language; and

3) most international schools children receive significant amounts of enriched stimulation in their second language because typically their parents usually enjoy a higher level of socio-economic status than parents in general (Tan & Yang, 2005; Tan & Marfo, 2006).

Methodology

This study employed descriptive case study research. This research design provides an “all-encompassing method” for systematically studying and describing a phenomenon (in this case, the risks of second language acquisition in native language development) within a real-life context (Yin, 2003, p. 14). Furthermore, the case study method provides an empirical framework for collecting, analyzing, and triangulating multiple sources of quantitative and qualitative evidence, including documents, interviews, observations, and surveys (Yin, 2003).

The case study research strategy also provides an excellent methodological framework for performing mixed-method research studies in the social sciences (Merriam, 1998; Yin, 2003). As an evidence-based strategy, the case study method furnishes the researcher with a proven set of procedures for investigating an empirical topic within a naturalistic setting (2003).

3.1 Participants

Forty-seven 7th grade students enrolled in Talae3 Al Mustagbal School (boys and girls) and their parents participated in this study. The participants belonged to a homogeneous socio-economio-educational status. The participants were selected by convenient sampling. The parents of the 47 students were contacted to respond to the parents' questionnaires, but only 25 forms were turned in.

3.2 Instruments

A. Students' questionnaire

A two-part questionnaire was given to 47 conveniently selected students to answer. This questionnaire consisted of two parts. Part one includes 11 questions aimed at finding out more about students' preferred language in term of use and mastery (See appendix A). Part two of the questionnaire is qualitative.

Students were asked to write about their favorite electronic game in both languages (one page for Arabic and another page for English (See appendix B).

B. Parents' questionnaire

A separate questionnaire was designed and given to the parents to answer. This questionnaire included five questions to find out more about the use of English/Arabic outside the school (See appendix C).

3.3 Procedures

3.3.1 Data Collection Procedures

Seventh grade students at Talae3 Al Mustagbal School (boys and girls) were given a two-page questionnaire to answer. They were given the choice to answer either in Arabic or English. The researcher first went to the male participants, was present while distributing the questionnaire, and gave his instruction to them and made sure they had no doubts or obfuscations. Since the researcher was not able to supervise the process of distributing this questionnaire at the girls' section; he therefore wrote the instructions of administrating the questionnaire and explained these instructions to their class teacher. Twenty-nine students (boys and girls) answered the questionnaire in English and 18 students (boys and girls) answered the same questionnaire in Arabic. A separate Arabic questionnaire was given to their parents to answer. Students were asked to take this questionnaire, which consists of five questions, to their parents to answer. They were asked to bring them back and a total of 25 parents answered the five- question questionnaire. Based on their teachers' advice. The researcher waited for almost a week for the parents' questionnaires to be returned and the school administration collected both questionnaires and handed them to the researcher. Out of 47 parents, only 25 answered the questionnaires.

3.3.2 Data Analysis Procedures

Since the data contained quantitative and qualitative data, the researcher used the SPSS program to enter the quantitative data and to analyze it. For this purpose, the researcher consulted a person

who has the experience in using SPSS program to enter the data and to prepare the results for each question in the form of percentages. As far as the qualitative part is concerned, the researcher analyzed it in terms of grammatical mistakes, length in English vs. Arabic, and their ability to write.

Results and Discussion

The tables (1) and (2) below summarize the responses of the students to the questionnaire items for students who answered in English (Table 1) and those who answered in Arabic (Table 2):

Table 1: English Group Questionnaire

Question	English	Arabic
1 Which language do you use more at your school?	60%	40%
2 Which language do you use more at home?	90%	10%
3 Which language is much easier for you to use when writing?	70%	30%

Question	Yes	No
4 Do you find it difficult to read in Arabic?	13%	87%
5 Do you find it difficult to read in English?	13%	87%
6 When you communicate with your family and friends in Arabic, do you face difficulty?	3%	97%
7 When you communicate with your family and friends in English, do you face difficulty?	3%	97%

Question	English	Arabic
8 Which language do you use more when you browse the Internet?	87%	13%
9 Which language do you prefer to use when you use social media (for example: an SMS message, WhatsApp, Snapchat)?	3%	97%

Table 2: Arabic Group Questionnaire

Question		Arabic	English
1	Which language do you use more at your school?	73%	27%
2	Which language do you use more at home?	94%	6%
3	Which language is much easier for you to use when writing?	68%	32%

Question		Yes	No
4	Do you find it difficult to read in Arabic?	15%	85%
5	Do you find it difficult to read in English?	35%	65%
6	When you communicate with your family and friends in Arabic, do you face difficulty?	3%	97%
7	When you communicate with your family and friends in English, do you face difficulty?	61%	39%

Question		Arabic	English
8	Which language do you use more when you browse the Internet?	72%	28%
9	Which language do you prefer to use when you use social media (for example: an SMS message, WhatsApp, Snapchat)?	72%	28%

3.1 Qualitative Results

3.1.1 English Paragraphs

Twenty-nine students wrote about their "favorite electronic game" in English. Analysis of their writing revealed that students 1 to 14 wrote about four lines, six sentences. They expressed themselves well though they wrote simple sentences. They mentioned the name of the game they like and play and described how they play it. Their paragraphs have some grammatical, spelling and punctuation mistakes e.g. "favorit" instead of "favorite", "it don't" instead of "it does not", "to gave" instead of "to give", "english" instead of "English".

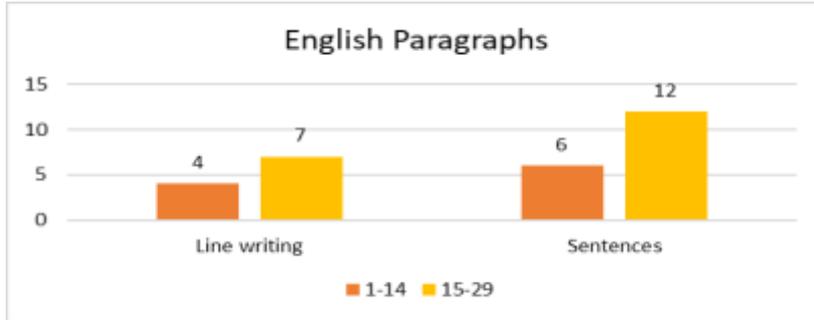


Figure 1: English Paragraphs

Analysis of students 15 to 29 writings' show they have more grasp of English compared to the first group. They wrote long and nice paragraphs. Their paragraphs have about seven lines and roughly ten to twelve sentences and these sentences contained compound and complex sentences and the use of conjunctions such as and, but, because, that.. etc. They provided details about their favorite electronic game and their description of the game makes the reader as if he watches it. Their handwriting was clear and neat which indicates that their English background is strong. There are few grammatical and spelling mistakes e.g. "becuase," instead of because "royale" instead of royal, "oppnents" instead of opponents.

Arabic Paragraphs

It should be mentioned that some students (4 students) didn't write in any language where they left this part empty. The remaining (14 students) wrote their paragraphs using the Arabic language. Students 1 to 8 wrote paragraphs about four lines containing roughly six sentences. To some extent, they were able to convey the message and their description of their favorite games was, their paragraphs were nice, and there are few spelling mistakes. Their handwriting was clear and neat. Students 9 to 14 wrote short paragraphs- about two lines- containing roughly around four sentences. Some of them have spelling mistakes, as well as their handwriting was not neat or clear compared to the first 8 students.

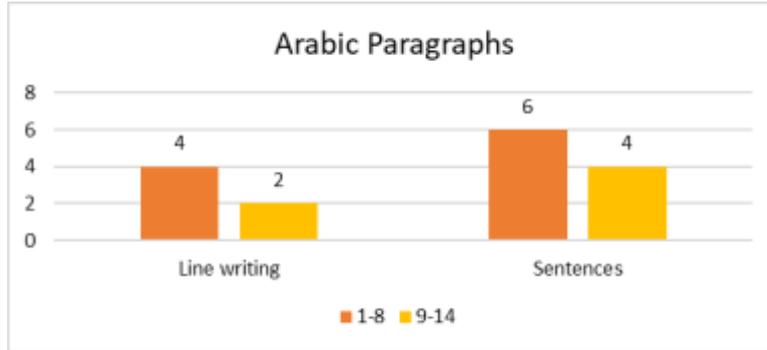


Figure 2: Arabic Paragraphs

The researcher compared the informants' writing in both languages (English and Arabic) and I found that the former group is better than the latter one. The groups which used English were able to express themselves well, their writings included compound and complex sentences, they incorporated more vocabulary, and their handwriting was better. The number of students who used Arabic is less than those who used English (29 compared to 14). This, in my opinion, an indication that the majority of the informants prefer to write/use the English language over the Arabic language which is, ironically, their mother tongue. Furthermore, unlike those who wrote in Arabic, it seems that the group that used English do not have a problem using the English language to express themselves.

Quantitative Results of Answers in English

Twenty-nine informants chose the English form to answer this part. Analysis of and their answers were calculated using the SPSS program. One should mention here that two questions from this form and the Arabic form were excluded (8 and 9) based on the recommendation of the statistician since they are repetition of questions one and two. The answers to the first question which is "Which language do use more at your school?" are shown in the following figure:

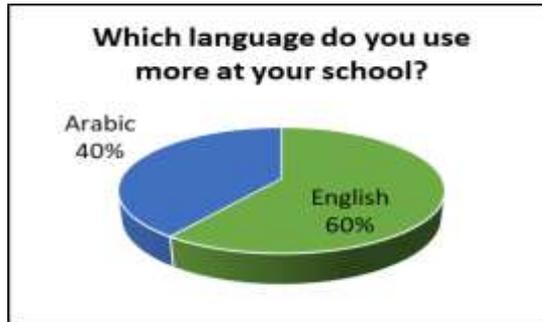


Figure 3: Percentages of answers to the first question

As illustrated in figure 1 above, 60% percent of the participants who answered the English questionnaire indicated that they use English more at school compared to 40% who said they use Arabic more. This percentage is less than the use of English at home. The percentages of the answer to the second question which is about which language they use at home are presented in the following figure:

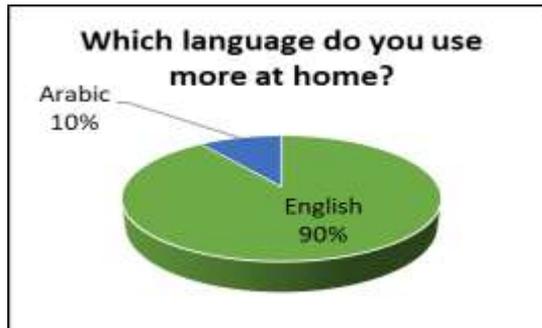


Figure 4: Which language do you use more at home?

As illustrated in figure 2 above, the majority of the informants (90%) use English to communicate at home whereas only 10% of them use Arabic to communicate at home.

Their answers to the third question "which language is much easier for you to use when writing?" indicate that the English language is much easier (70% compared to 30% who said Arabic). This result correlates with the qualitative writing part where twenty nine informants out forty three students wrote about their favorite game in English. In contrast to the writing skill, reading in Arabic appears to be less difficult. Students' answers to the fourth question

" do you find it difficult to read in Arabic?" show that only 30% of them consider it difficult and the majority said it is not difficult. This might be related to the task associated with the writing skill where the writer has to carry more than one task while in the reading task he/she needs only to decode the text. Interestingly enough, the reading skill seems to be much easier also in English. The informants' answer to fifth question "Do you find it difficult to read in English?" show that 87% percent said "No" compared to 13% who considered it difficult. In terms of communication, analysis of their answers to questions six and seven show they don't face any difficulty communicating in both languages with their families and friends. These results show that communication is much easier than other tasks such as the writing task. This skill, I think, doesn't require that much from them where they don't have to worry a lot about spelling, punctuation, or paragraph organization. Informants' responses to the tenth question "which language you use more when you browse the Internet?" show that 90% of them use the English language to access and browse the Internet while a small percentage of them(10%) rely on the Arabic language. Interestingly enough, and unlike the Internet browsing, the percentage is equal when it comes to the social media. That is, their answers to the last question " which language you prefer to use when you use the social media (for example: SMS message, WhatsApp, Snapshot)?" Results indicate that each language received 50% and the informants use both languages in the social media.

Quantitative Results of Arabic Answers

The analysis of the questionnaires of the group who answered in Arabic (questions 8 and 9 were excluded as explained earlier). Results of the analysis of this group indicate that, unlike the first group, this group prefer the Arabic language over the English language. Though this group is somehow smaller than the English group (18 students to 29), analysis of their answers show that the Arabic language scored higher that of English. For example, their answers to the first question "which language do you use more at

school?" reveal that 27% said English while the majority (73%) said Arabic. The second question "Which language do use more at home?" shows that the percentage is even higher (only 6% said English and 94% said Arabic). The researcher believes that the results of this question can be justified when there is no one in the family who speaks English but this might not be the major reason since they do not use English more frequently even at their school, as mentioned earlier, though their classmates do understand English. Their answers to the rest of the questions seem to be closer to the first two questions. For instance, 68% of the informants said they find writing in Arabic easier than English, 85% said that they don't find it difficult to read in Arabic compared to 15% and a majority said they find difficulty when reading in English compared to 35% who said not difficult. In terms of communication in both languages, Arabic appears to overcome English.



Figure 5: Communicating in Arabic



Figure 6: Communicating in English

Their answers to item number six "when you communicate with your family and friends in Arabic, do you face difficulty?" 97% said no. The results of item number 7 seem to be close to that of item six where 61% of the informants said they face difficulty communicating with their families and friends in English compared to 39% who said they face no difficulties. The use and preference of the Arabic language is clear when we look at the results of the last two items of the questionnaire. That is, 72% said they use the Arabic language when they browse the Internet compared to 28% who said they use English and the same results (72%) said they use the Arabic language to communicate in the social media and 28% said they use the English language.

Analysis of the parents' questionnaire:

Table 3: Distribution of Answers to the Parents' Questionnaire

Question	Arabic	English
1	40%	60%

Question	Yes	No	Sometimes
2	10%	40%	50%

Question	Arabic	Both
3	68%	32%
4	88%	12%
5	80%	20%

Results of this part indicate that a good portion of the parents do not know another language other than the Arabic language (40%) and this might explain why some students use Arabic only at home. However, 60% of the parents said they know more than one language and the results of the following item "if you speak English, do you speak to your son or daughter in English?", indicate that 40% of them said yes, 50% said sometimes, and only 10% said no.



Figure 7: If you speak English, do you speak to your son or daughter using it?

This means that English use outside school is a bit high compared to the use of the Arabic language. Analysis of the third item appears to balance the former result. That is, 68% of the parents said that their sons/daughters prefer to use Arabic in their communications at home compared to 32% who said their child prefers the English language. The same thing applies to the results of the fourth item "when you talk to your child at home in Arabic does he/she reply in Arabic?" where 88% answered that they reply in Arabic while 12% indicate that their children codeswitch between Arabic and English as they respond to them. The Arabic use is quite evident as we look at the results of the last item "when your son/daughter talks to you, what does he/she use?" Those who said Arabic only reached 80% and those who said they switch between English and Arabic are 20%. Though this percentage might be small, the researcher believes that it indicates that the English language is taking the place of the Arabic language and this shift, in my opinion, is at the expense of the Arabic language, which is their mother tongue.

Conclusion and Recommendations

Though this scale of this study is small, it is clear that Arabic language of my informants has been affected. International schools rely heavily on English as the medium of instruction from early levels and as a result of that reliance, students' use of Arabic is less and the results of my survey support this. Twenty-nine students chose the English form to answer compared to eleven students who answered the Arabic form. Furthermore, the qualitative part appears

to show a strong influence of the English language when it comes to the writing skill. That is, those who answered the English form wrote about their favorite game in English compared to eighteen students who chose to write in Arabic. The comparison of the writings of the two groups the quality of writing appears be in favor of the English language. This, along the high percentage of the informants who use English in browsing the Internet and in communicating in the social media, indicates that the early exposure to English language can affect the Arabic language. A further research at a large scale might or might not support my findings.

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Appendices

Appendix A

للإجابة بالعربية فضلا إستخدم هذا النموذج

ضع علامة صح أمام الإجابة المناسبة:

- (١) ماهي اللغة التي تستعملها أكثر في مدرستك ؟
(A) اللغة الإنجليزية () (B) اللغة العربية ()
- (٢) ماهي اللغة التي تستعملها أكثر في المنزل ؟
(A) اللغة العربية () (B) اللغة الإنجليزية ()
- (٣) أيهما أسهل عندك :
(A) أن تكتب وتعبّر باللغة العربية
نعم () لا ()
(B) أن تكتب وتعبّر باللغة الإنجليزية :
نعم () لا ()
- (٤) هل تواجه صعوبة عندما تقرأ باللغة العربية ؟
نعم () لا ()
- (٥) هل تواجه صعوبة عندما تقرأ باللغة الإنجليزية ؟
نعم () لا ()
- (٦) هل تواجه صعوبة في التحدث مع أهلك وأصدقائك باللغة العربية:
نعم () لا ()
- (٧) هل تواجه صعوبة في التحدث مع أهلك وأصدقائك باللغة الإنجليزية:
نعم () لا ()
- (٨) ماهي اللغة التي تتحدث بها أكثر مع زملائك في المدرسة :
العربية () الإنجليزية ()

٩) ماهي اللغة التي تتحدث بها أكثر خارج المدرسة :

العربية () الإنجليزية ()

١٠) ماهي اللغة التي تستخدمها أكثر عندما تتصفح الإنترنت؟

العربية () الإنجليزية ()

١١) ماهي اللغة التي تستخدمها أكثر في وسائل التواصل الإجتماعي (رسائل ال SMS،

الواتس آب،السناب شات)؟

العربية () الإنجليزية ()

أنتهت الأسئلة

شكرا لمشاركتك

To answer in English, please use this form:

Put a (√) in front of the appropriate answer to indicate your answer:

1. Which language do use more at your school?

a) English ()

b) Arabic ()

2. Which language do use more at home?

a) English ()

b) Arabic ()

3. Which language is much easier for you to use when writing?

a) English ()

b) Arabic ()

4. Do you find it difficult to read in Arabic?

a) Yes ()

b) No ()

5. Do you find it difficult to read in English?

a. Yes ()

b. No ()

Appendix C

إستبانة خاصة بالأباء والأمهات (أحدهما يكفي للإجابة)

هذه الإستبانة هي لمعرفة تأثير اللغة الإنجليزية على لغة الطالب/الطالبة (إ العربية) وتخص طلاب مدارس طلائع المستقبل فقط.

ضع علامة () في الخانة التي تتفق مع إجابتك

إن كنت لا تجيد غير العربية فأجب فقط على الأسئلة التي تنطبق عليك

١. ماهي اللغات التي تجيدها/تجيدونها بالإضافة للعربية؟

١. اللغة الإنجليزية () ب. لغة أخرى هي

ج. لا أجيد غير العربية ولا أتحدث مع أبنائي إلا بها ()

٢. إذا كنت تجيد اللغة الإنجليزية فهل تتحدث مع إبنك أو إبنتك بها؟

١. نعم () ب. لا () ج. أحيانا ()

٣. ماهي اللغة التي يفضل إبنك أو إبنتك التحدث بها داخل المنزل؟

١. العربية () ب. الإنجليزية () ج. كلاهما ()

٤. عندما تتحدث مع إبنك أو إبنتك في المنزل باللغة العربية فهل يجيبك:

١. بالعربية () ب. بالإنجليزية () ج. يتنقل بين اللغتين ()

٥. عندما يتحدث إبنك أو تتحدث إبنتك معك فهل يستخدم/تستخدم:

١. العربية () ب. الإنجليزية () ج. كلاهما ()