

**An-Najah National University
Faculty of Graduate Studies**

**An Investigation of the Influence of Foreign Language
Teaching on Mother Language Learning in 1st and in
3rd Grade Students from the Perception of Teachers
in Nablus and Tulkarm Districts**

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Dedication

To the soul of my father.

First, my heartfelt thanks to Allah the Almighty for giving me the energy to complete this thesis, for being my inspiration along the way.

My deepest gratitude goes to my husband Basim who urged me to always try to complete this thesis. I thank him for his loving support and encouragement, without his total support, this thesis wouldn't have been possible

My deepest thanks go to my mother, brothers and sisters. To my mother especially for her encouragement and love.

I dedicate this thesis to my precious children Saeed, Ayah, Laith, Reem, Dalia, Ghina and Lamar who cheerfully understood and helped me while working on my study, without their patience, understanding, and support and, most of all, love, this work would not have been accomplished.

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Last but not least, I extend my thanks to all of those who supported me in any respect during the production of this thesis

الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

**An Investigation of the Influence of Foreign Language Teaching
on Mother Language Learning in 1st and in 3rd Grade Students
from the Perception of Teachers in Nablus and Tulkarm Districts**

تأثير تعليم اللغة الانجليزية كلغة أجنبية على اللغة الأم لدى الصف الأول والصف الثالث
من وجهة نظر المدرسين في محافظتي نابلس وطولكرم

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت
الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة
علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the
researcher's own work, and has not been submitted elsewhere for any other
degree or qualification.

Student's name:

اسم الطالبة:

Signature:

التوقيع:

Date:

التاريخ:

List of Abbreviations

English as foreign language	EFL
public schools	P S
first language	L1
foreign language	L2
second language acquisition	SLA
second language	SL
teaching English as a second language	TESL
foreign language	FL
mother tongue	ML
first grade	1st G
third grade	3rd G
English medium instruction	EMI
English as second language	ESL

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Abstract

The present study aims at investigating the influence of foreign language teaching on the mother language in 1st and in 3rd grades from the teachers' perceptions in Nablus and Tulkarm Districts. The research attempts to answer the following question:

What is the influence of foreign language teaching on mother language in 1st and in 3rd grades from the teachers' perception in Nablus and Tulkarm Districts?

After conducting an extensive literature review on the influence of foreign language (FL) teaching on mother language (ML), data was collected via a structured questionnaire developed in English which consisted of (70) items classified in four parts to measure the influence of FL teaching on ML in 1st and in 3rd grades from the teachers' perceptions.

The participants of the study consisted of teachers in elementary schools in Tulkarm and Nablus Districts, particularly, the English teachers who teach 1st and 3rd Grades in the academic year 2010\2011.

The study was conducted on sample of (305) English teachers, which represent (34.15%) of the total study population. The sample was selected on the stratified random sample. The researcher managed to get a list of the public schools in both districts arranged in alphabetical order and assigned them numbers and selected schools with dual number in each district .

Different statistical techniques were used to find out the result of the study. Statistical package for social science (SPSS) version 17 was used for data analysis. Various statistical tests and procedures were used including (means, frequencies, standard deviation, cross-tabulation, t-test for independent samples, ANOVAs, Post hoc Scheffe's test, Kolmogorov-Smirnov z to test the normality of distribution). P-value of less than or equal to 0.05 was used to test the significance in testing the study hypothesis .

The results show that there is a positive influence of second language learning (L2) on first language learning (L1) in the study area. Teachers have positive attitudes towards teaching English in early ages: they enjoy teaching it. The claim, which indicates that L2 negatively influence L1 from the perceptive of students` development and cultural values are not valid according to the finding of the study. It can be said that introducing English in early ages will have neither cultural nor linguistic effects on Arabic acquisition.

Chapter One

Introduction and Background

Chapter One

Introduction to the Domains and the Core of the Study

1.1 Introduction

Several studies were conducted in the Arab World about the significant role of teaching English as a second language (TESL). These studies maintain that learning English at earlier stages broadens the students' horizons and positively affects the learners' awareness, intelligence and achievement. They believe that English is an international language, the language of communication, business, science and scientific research. (Ahmad, 1990; Umariya, 1989).

On the other hand, other studies oppose this point of view. Their main arguments are based on the opinion that introducing English as a second language in the primary schools interferes and consequently hinders the learning of their ML (Arabic). Moreover, this confuses the students and has a negative impact on their culture, religion and identity. These studies argue that students learning efforts should be concentrated on their ML. (Al-Shammary, 1989; Derbas, 2002; Al-Shawair, 2002; AL-Mutawa, 2005).

Some Arabic scholars went further by issuing a religious statement (fatwa) that parents who teach their children English as a second language instead of focusing on Arabic language will be accounted on the Day of Judgment (Ibn Uthaimen, n.d, Saudi Arabia).

A major shift in the new Palestinian curriculum is the decision made by the Palestinian Ministry of Education to teach English language as a foreign language starting from the 1st grade. Before this, the Jordanian and Egyptian curriculum taught English as a foreign language starting from the 5th grade.

This decision was based on the theories of many linguists that there must be bidirectional interdependence between the ML (L1) and the FL (L2). As a matter of fact, only one side of this interaction has been emphasized in the relevant literature (Cummins, 1979).

Moreover, there are many efforts in the field of linguistic studies that discuss the influence of the ML on the FL. Few of them deal with learning process itself. In fact they tend to the opposite direction; the effect that FL learning has on the development of ML skills (Larsen-freeman & long, 1991).

Cummins (1979) predicts that transfer doesn't only occur from ML to FL but also from FL to ML, unless the exposure and motivation conditions are negative. While, in principle, transfer can occur both ways, Cummins emphasizes that we generally see only transfer from the ML to the other language. He attributes the lack of transfer in the opposite direction to the absence of motivation and exposure in a second or FL environment.

We argue in this study that the interdependence hypothesis may work both ways in an FL environment, and Cummins is right when he considers motivation and exposure as criteria for positive transfer from L2 to L1.

It should be stressed that in this study, the FL is learned through instruction in the classroom, and students don't have direct access to the target language culture. Krashan called it "**Poor acquisition environment**" (Krashan, 1985).

1-2 The Statues of the English language

After World War II, the spread of English became more visible as a result of sociopolitical and economic events. In addition to its dominance in colonized areas of the world, it began to spread in non-colonized countries and eventually English became the worldwide lingua franca, a language used for communication between people whose ML differs (Holmes, 1997).

The unique case of the English language is often attributed to it being the dominant language of international diplomacy, business, commerce, popular media, education, science and technology in the twentieth and twenty-first century (Fishman 1992; Master, 1998).

Today, for transmission of information, English is mainly used, accelerating its spread and making it the international language of knowledge and information, which are recognized as the tools of political

and economic power in our age. This being the case, it is no wonder that English is becoming more and more integrated into the field of education all over the world. The overwhelming spread of English necessitates that countries review their language policies in connection with education. The two outstanding phenomena in this respect are English-medium instruction and the teaching of English as a SL / FL.

The former is known to be prevalent in former colonies of Britain and the U.S.A. where English had an official/semi-official status at some or all levels of education. Although there is now a tendency to revert back to the education in the ML, in some of these countries, due to social and political restructuring subsequent to political independence, English-medium instruction perpetuates. (Evans, 2002; Flowerdew; 1998; Rahman; 1997; Ramanathan, 1999; Tickoo, 1996).

Among the countries that use English as instructional language in some of schools are China, Denmark, Poland, Turkey, Czech, where English does not have official/semi-official status (Crystal, 1987).

In addition to the spread of English-medium higher education institutions throughout the continental Europe, English-medium secondary schools exist in countries such as Sweden .(Winsa, 1999)

The spread of English can be viewed as three concentric circles, each representing type of spread, patterns of acquisition and the functional domains in which English is used: The inner circle, the outer circle and

expanding circle. The inner circle refers to the traditional basis of English, where it is the primary language (e.g. UK., us, Ireland, Australia, Canada and new Zealand); the outer circle includes over 50 countries where English is institutionalized (e. g. Singapore, India, Malawi) as a result of colonization and the expanding circle refers to countries that recognize the importance of English as an international language but have no colonial history (e.g. China, Japan, Israel, Greece). (Crystal, 1987, p.107).

In outer circle countries English is learned and taught as a "second" language at schools (ESL), whereas in expanding circle countries English is learned and taught as a "foreign" language (EFL) and studied as a regular subject at schools, in terms of language instruction. English medium instruction (EMI) is an issue often addressed in connection with the outer circle countries, which are ESL contexts, where the major language of education is not the native language of students. In these countries, most of which are multilingual and multicultural, EMI affects a majority of people as it is a part of the national educational policy and is not solely a matter of concern for private schools. On the other hand, EMI is not a major concern for expanding circle countries that have adopted an education-in-the-mother-tongue policy at national level and EMI appears to be a rare educational practice rather than a common one in monolingual areas of the world (Crystal, 1987).

1.3 Teaching English

Al-Mutawa' (2005) categorizes teaching English into three main forms:

- 1- Education bilingual programs: Where students learn two languages at the same time, with a gradual increase of what he learns in English more than his ML which at the end take place of his ML .
- 2- Immersion program student: where the child is being taught in English language at his early life with neglect to his ML. e.g. Canada
- 3- English as a second language: where students learn their ML and take English courses. This helps in spreading the English language (Al-Mutawa', 2005)
- 4- Teaching English as a foreign language: This form is widespread in the Arab world and in Palestine.

Krashan (1985) mentions the term "poor acquisition environment" to describe the condition where students learn English only in the classroom environment without any exposure to the language in real life .This explains why students suffer from a general weakness in learning English and sometimes form Arabic words in English letters to compensate for this weakness.

It should be stressed that in this study, the FL is learned through instruction in the classroom and students don't have direct access to the

target language culture. This study is about the influence of FL learning on the ML on the 1st and 3rd grade students.

1.4 English Language in the Palestinian Educational System

Palestine like other Arab countries was under Ottoman Empire control for nearly four centuries, during which English language teaching was limited only to rich people like merchants. This changed dramatically after 1918 following the British invasion of Palestine and the establishment of the British Mandate. As with any other British controlled territory, English language became very important to Palestinian natives. After 1948, the educational system was neglected and English teachers had to rely on Jordanian English language textbooks in the WestBank (which taught English starting from the 5th grade) and on Egyptian texts in Gaza Strip (which teach English and French starting from the 9th grade) (Abdul-Aziz, 2001 as cited in AL-Mutawa, N. (2005).

Palestinians assumed control of their own educational system only in 1994, following the Oslo Accord that gave them limited autonomy. In 1994, the Palestinians established the first curriculum center on the basis of a formal agreement between UNESCO and the newly established ministry of education of the Palestinian Authority (PA). The center, directed by the late Ibrahim Abu-Lughod, began its work in October 1995 with a team of researchers analyzing the existing curriculum. They consulted with educators and teachers throughout the West Bank and Gaza Strip and produced a blueprint containing the basic principles that should govern a

unified Palestinian curriculum. Since that time, new English language textbooks have been prepared for grades one and six and were introduced in September 2000. The PA Ministry of Education's plan was to introduce new English language textbooks for two more grades every year (grades two and seven in September 2001, grades three and eight in 2002, grades four and nine in 2003, and so on.) By the beginning of the 2006-2007, all students in all grades were using the Palestinian national textbooks (Mustafa, Matar & Bsharat, 2008) .

In preparing the English language books, the ministry tried to incorporate basic principles suggested by Jarbawi. The most important of these principles focused on encouraging students to become critical thinkers. In the application of this principle, the new English language textbooks, as can be seen from the grades issued, rely less on facts and more on a student-centered approach (Moughrabi, 2009).

Added to this, teachers of English language must be holders of bachelor degrees in literature and teaching English as a FL (TEFL).

In the Palestinian Territories' education system, compulsory basic education includes grades 1 to 10 and this is divided into the preparatory stage (grades 1 to 4) and the upper basic level (grades 5 to 10). Secondary education (general secondary education and a few vocational secondary schools) covers grades 11 and 12. (World Bank, 2006)

There is no grading system (marks) or written tests in grade 1 to 3. Teachers assess students on the basis of their progress through formative assessments, observations, student portfolios, and other assigned student work as the basis of their graduating judgment (Mustafa, Matar & Bisharat, 2008).

1.5 Perceptions

Perceptions refer to evaluative concepts encompassing opinions and beliefs. They are interrelated concepts that have been areas of study for social psychologists. A conceptual overview of the umbrella term “Attitude” in the literature is presented below: about “attitude” attitudes have varied widely (Oskamp, 1977, p5).

Differing definitions of perceptions have been offered. For example, in the early 1930’s, the attitude construct was seen as readiness to act, (Allport, 1935, as cited in Oskamp, 1977.) The view that studying attitudes is meaningful was connected to its relation to overt behavior. Many social scientists still believe that if attitude cannot predict behavior; it is futile to study attitudes in their own right.

All of these concepts are closely interrelated and are difficult to measure in isolation. Besides, these distinctions are instrumental insofar as they have empirical consequences. The tripartite model of perceptions has been traditionally preferred for empirical validity (Fiske & Taylor, 1997).

The present study attempts to describe the “perceptions” described as opinions and beliefs, which are related to attitudes.

1.6 Statement of the Problem

In spite of many merits of teaching English as a FL, in Palestine introducing English in low grades is still a controversial issue. There are educationalists and teachers who support this trend (Ahmad ,1990), while others are against it (Derbas ,2002).

The former group believe that English is a universal language, being the language of science, communication and business. They also maintain that learning English in early stages broadens the horizon of the students and positively affects their awareness, intelligence and achievement.

The latter group believe that introducing English in the primary schools interferes and hinders the learning of their ML, Arabic. They argue that Arabic is a complex language and children need to focus on it, and introducing another language at that early stage will confuse them and negatively impact on their ML and also on learning the FL later on.

The researcher being an English language teacher in Tulkarm schools since 2007 felt the priority of conducting such a research in the field of FL and ML relationship, because of its importance to both students and teachers in the field of education, in addition to the assumption that understanding the relationship between ML and FL is important in successful language learning. The lack of studies being conducted in the

field of ML and FL relationship in Palestine was another reason for conducting this study.

1.7 Purpose of the Study

The present study aims at investigating the influence of FL teaching on ML in 1st and in 3rd grades from the teachers' perception in Nablus and Tulkarm Districts.

1.8 Significance of the Study

The analysis of the influence of FL on ML perhaps could be significant in three domains: to the teacher; they show a student's progress; to the researcher; they show how a language is acquired (what strategies the learner uses) and to the learner in that he can learn from these errors.

The present study is significant as it:

1. Provides insight for both teachers and learners on the relationship between FL and ML on students at an early age.
2. Increases the teachers' awareness of the influence of L2 on L1 through training them on the use of language teaching in the light of FL and ML relationship.
3. Provides explanation for the most common errors made by the 1st and 3rd grade students.
4. Deals with a new topic, which hasn't been given due attention in EFL.

1.9 Questions and Hypotheses of the Study

1.9.1. Study Question:

What is the influence of FL teaching on ML in 1st and in 3rd grades from the teachers' perception in Nablus and Tulkarm Districts?

1.9.2. Study Hypothesis:

The present study has the following null hypotheses:

1. There are no statistically significant differences at ($\alpha = 0.05$) in the influence of FL teaching on ML in 1st and in 3rd grades from the teachers' perceptions in Nablus and Tulkarm Districts due to the teacher's gender.
2. There are no statistically significant differences at ($\alpha = 0.05$) in the influence of FL teaching on ML in 1st in and 3rd grades from the teachers' perception in Nablus and Tulkarm Districts due to teacher's years of experience.
3. There are no statistically significant differences at ($\alpha = 0.05$) in the influence of FL teaching on ML in 1st in and 3rd grades from the teachers' perceptions in Nablus and Tulkarm Districts due to teacher's academic qualifications.
4. There are no statistically significant differences at ($\alpha = 0.05$) in the influence of FL teaching on ML in 1st in and 3rd grades from the teachers' perceptions in Nablus and Tulkarm Districts due to teacher's marital status.

5. There are no statistically significant differences at ($\alpha = 0.05$) in the influence of FL teaching on ML in 1st and in 3rd grades from the teachers' perceptions in Nablus and Tulkarm Districts due to teacher's age.

1.10 Limitations of the Study:

This study is limited to

1. The 1st and 3rd graders English language teachers in public schools in Nablus and Tulkrem Districts.
2. The academic year 2010-2011.

1.11 Definition of Terms:

1. **1st graders:** This refers to the students who are in first grades in public/private schools in Palestine (Mohammed, 2004).
2. **3rd graders:** This refers to the students who are in 3rd grades in public/private schools in Palestine (Mohammed, 2004).
3. **FL:** It is a term which is used for situations in which learners learn a language that is neither their ML nor spoken as means of communication in the place where they live (Mohammed, 2004).
4. **Lingua franca:** A Language used for communication between people whose first languages differ (Holmes, 1997).
5. **"Poor acquisition environment":** Describes the condition where students learn English only in the classroom environment without any real exposure to the language in real life. (Krashan ,1985)

6. **Second language:** It is known to be prevalent in former colonies of Britain and U.S., where English had an official/semi-official status at some or all levels of education.
7. **Perceptions:** Refer to evaluative concepts encompassing opinions and beliefs. Perceptions are interrelated concepts that have been areas of study for social psychologists. A conceptual overview of the umbrella term “Attitude” in the literature is presented below: about “attitude” attitudes have varied widely.

1.12 Summary

This chapter has introduced the statement of the problem, objectives of the study, significance of the study, subject of the study, research hypotheses and procedures, limitations of the study and definition of terms.

Chapter Two

Review of Related Literature

Chapter Two

Review of Related Literature

2.1 Introduction

This chapter surveys some of the studies conducted both in the Arab World and in foreign environments. Finally, this chapter is concluded by pinpointing the similarities and differences between the current study and previous related ones.

2.1.1 Studies conducted in the Arab World

Studies in the Arab World that discuss learning English at an earlier stage are divided into two different opinions: some Arab scholars (Ahmad, 1990; Umariya, 1989) claim that teaching English at an early stage for Arab students broadens their horizons and positively affects the learners' awareness, intelligence and achievement. They believe that English is an international language, being the language of communication, business, science and scientific research. On the other hand, other studies (Al-Shammary, 1989; Derbas, 2002; Al-Shawair, 2002) oppose this point of view. Their main argument is based on the opinion that introducing English as a second language in primary schools interferes and consequently hinders the learning of their mother language (Arabic). Moreover, it confuses the students and has a negative impact on their culture, religion and identity. These studies insist that students' learning efforts should be concentrated on their mother tongue. (Al-Mutawa, 2005)

some Arabic scholars have gone further by issuing a Fatwa (an Islamic statement regarding an issue relating to Islam) that parents who teach their children English as a second language, instead of focusing on Arabic, will be accounted on the Day of Judgment (Ibn Uthaimeen, n.d Saudi Arabia).

2.2.1.1 Studies in Arab World that claim that there is a positive influence of FL on ML concerning students` skills, cognitive abilities, cultural and communication abilities

Al-Ammar (2007) study aims at knowing the effect of studying English language on the Arabic language skills of pupils and their attitudes towards Arabic through the observation of Arabic language teachers and the opinions of specialists in teaching both Arabic and English, in addition to the direct monitoring of the effects on pupils using study instruments. The informants included different samples (pupils of sixth grade, Arabic language teachers and specialists in teaching languages). The study tries to answer the following questions:

1. What is the effect of teaching English on the attitudes of the pupils of sixth grade toward Arabic and their learning of Arabic language skills in different Arabic courses?
2. Through their observation, what do Arabic language teachers think about the effect of learning English on the Arabic language skills of their sixth

grade pupils, and what effect does it have on their attitudes towards Arabic?

3. From the language-teaching specialist's point of view, how does teaching English affect the Arabic language skills of pupils of sixth grade and how does it affect their attitudes toward Arabic?
4. Does differing in specialization have any statistical significance?

The researcher adopted a descriptive analytical approach and used a number of instruments: A questionnaire for measuring pupils attitudes "before and after application", language skills tests "before and after application", comparisons between pupils' grades in Arabic courses of fifth and sixth grades, a second revision of the questionnaire for Arabic language teachers, and the third revision for specialists in teaching languages. The study was conducted in the academic year 2002, after approval had been granted to teach English language in primary schools in the Kingdom of Saudi Arabia. This study arrived at several conclusions and recommendations including: In the final analysis of the results, no difference of statistical significance was found to affect pupils' language or attitudes. The effect was only found in some of the language skills and some items of the attitudes measuring instrument. Teachers were found to adopt an objective position regarding the effect on students' mother tongue and their attitudes towards it, although some had noticed a small effect on some language skills. Language specialists denied any positive effect on pupils' native language or their attitudes towards it. On the contrary, Some

Arabic language-teaching specialists were found to be against teaching English in primary schools. 19.9% of Arabic language teachers and 22.7 % of the specialists in teaching languages were against teaching English in primary schools.

Noor (2007) in his study aimed to discuss the influence of L2 on the syntactic processing of L1 by Arab EFL learners. Approaching syntactic processing through the Competition Model Research Paradigm, this study examined how Arab university students assigned the subject to the sentence of their mother-tongue (Arabic). The question of this study, therefore, was whether the advanced EFL learners processing of L1 syntax differed from that of EFL beginners in some respect. The subjects of the study were 72 Saudi university students. They belonged to either a 'mono-lingual' university group (36 students) or to a 'bilingual' university group (36 students) majoring in English.

Overall, bilingual Ss displayed better performance as compared to their monolingual peers. However, there were no significant effects for word order. Other significant effects, such as intimacy, showed up primarily in NVN sentences in the performance of the bilingual Ss. When the two sentences had animate nouns, the bilingual Ss scored significantly higher on both VNN and NNV. This result shows that bilingual Ss used the benefit of their knowledge of the L2 to better process these sentences. The bilingual Ss showed more preference only for N1 subjective in VNN than the monolingual group, when speaking about case ending factors. This

demonstrated that bilingual Ss showed greater preference for a cue than the monolingual Ss. The overall results indicated that the differences between the performance of both the monolingual and bilingual Ss were mainly due to the overall changed state of the L2 users (i.e. their multi competence).

Jamal (2005) discussed the effect of L2 on L1 writing (Arabic) on a sample of sixth grade students from KSA. In order to achieve the study objectives, the researcher developed a group of tests (5) in order to identify the main influence on L1. The study results showed that there were differences in competence between public and private school students. The research explained that English had no effect on Arabic but it might develop the students' competence.

A study conducted by the government of the Kuwait (2001) to identify the effect of L2 on L1 on a sample of (1200) students at an early stage of education. The results indicated that teaching English at early age helped develop student awareness and language skills. The study also showed that teachers' attitudes were positive toward teaching students in Arabic rather than L2 in the teaching curriculum.

Al Mutawa (1996) conducted a study in Kuwait to discuss the effect of SL on ML in the elementary stage. The comparison was of the effect of L2 on L1 with both a post and pre-experiment. The researcher found that L2 did not affect L1 in the second grade, while the level of 1st grade students was enhanced after including English in student's learning classes.

AL-Mutawa (1996) aimed at identifying the effects of introducing L2 on L1 in curriculum at the primary school level. The researcher also wanted to identify teacher attitudes toward L2 effect on L1. A sample of (2407) was selected. The study result showed that there were no negative effects of L2 on L1, and it enhanced the acquisition of Arabic as (L1).

Taresh (1995) conducted a study to identify the effect of the teacher, supervisor, and administrator attitudes towards teaching English language in the elementary stage on students in Kuwait. His study found that the effect was an enhancement on the skills of communication, comprehension, reading and composition. He concluded that L2 enhances the students' skills and their culture.

2.1.2.1. Studies in Arab World that claim that there is a negative influence of FL on ML concerning student's skills, cognitive abilities, cultural and communication abilities.

Al Qudsi (2007) as cited in Jamal (2005) opposed this direction, which was one of the main goals of the Egyptian revolution in 1952. Al-Husary joined this opposition when he said "Teaching English affects negatively the child and hinders his cognitive growth."

Summary

The above studies can be said to have the following claims:

- Adults' abilities in learning English are stronger than children .
- Learning a second language is a very complex process and stresses children, particularly those from the Arab world because they already learn formal Arabic at school and cannot cope with learning, in effect, a third language .
- Teaching English at 1st grade could have a negative effect, which causes some difficulty in writing for the two languages as evidenced by some studies on writing numbers and forming sentences.
- Teaching English also increases the student's burden and will take some time away from other important subjects .
- Teaching English opposes the main trend in Arab countries in Arabizing education.

Al Ghammidy (2004) as cited in Jamal (2005) conducted a study about the effect of teaching English as a second language on mother language in the elementary school stages. In this study, Al Ghamidy indicated that there were some fears that there will be a negative effect on ML on the level of culture.

A governmental study in Qatar (2000) was conducted to identify the effect of L2 (English) on student language development on L1 (Arabic). The study examined students of the 4th and 6th grades, the scale was conducted on a sample of (1074) students distributed to 6 public schools that taught English at a late age and another 5 schools that taught L2 at an early stage, starting at the kindergarten level, and one school that taught all subjects in English. The study showed the following results:

The excellent students who were taught subjects in Arabic and did not study any L2 in early stages in comparison to students who were taught in L2:

There were no statistically significant differences at the level ($\alpha=0.05$) in mean of student scores in the 4th grade who did not study any L2 and students who studied in L2 for the side of students who study with L2 .

There were no statistically significant differences at the level (0.05) in the mean of students scores in the 6th grade who did not study any L2 and students who did not study in L2 (AL-Mutawa, 2005).. .

Afifi (1989) cited in Al-Mutawa (2005) conducted a study on the negative effects of bilingualism in Egypt. The researcher selected a sample of 575 to identify student's attitudes toward sciences taught in English and a post hoc test on two groups of students that been taught in Arabic and English at 6 schools. The study revealed that students that been taught in

Arabic as their L1 were better than students with English as their L2 (AL-Mutawa, 2005).

Ashour (1986) cited in Al-Mutawa (1996) conducted a study in Egypt that aimed at identifying the effects of English language as L2 on students on L1. The study applied the lingual development scale on a sample of students in the 4th and 6th grades. The researcher found that L1 is negatively slower for students have been taught other foreign languages in comparison to students who were taught in Arabic only. The study concluded that the development of L1 for students who also learn another L2 is slow.

Al Ma'moury et al (1983) cited in Al-Mutawa (1996) conducted a study to reveal the effect of L2 on the learning of L1 (Arabic) for students in the elementary and secondary stage in Arab countries. The study was conducted on a sample of (700) student in various Arab countries. The study reached the following results:

Students attitudes toward learning Arabic as (L1) is higher than English as (L2). The increase of the usage of colloquialism in class, decreasing student's attention toward L1 because of learning (L2). Based on the results of this study, the researchers recommended that students should learn L2 at a higher age when the students only focus the attention on his L1 (AL-Mutawa, 2005).

2.2.2 Foreign studies

Gábor Kovács (2008) conducted a study on handling L2 input in phonological STM. He discussed the effect of non-L1 phonetic segments and non-L1 phonetics on non word repetition.

This article reports on an experiment comparing the effects of three discrete types of deviance from native language (L1) phonetics and phonology on verbal short-term memory performance. A non-word repetition task was used to measure the recall of four stimulus types: (a) high-probability L1-sounding non-words, (b) low-probability L1-sounding non-words, (c) non-words containing illegal L1 phoneme sequences, and (d) non-words containing non-L1 sound segments. Special response assessment criteria were used in order to control potential production effects such as an accent. Results revealed a seriously detrimental effect caused by the presence of unfamiliar sound segments in the input. The supporting effect of phonetic knowledge is restricted to perceptual analysis and the role of phonological/ phonetic knowledge is confined to reconstructive processes.

Haisheng (2008) conducted a study to reveal effect of L2 phonetic learning on L1 vowel production. Mandarin-English bilinguals differing in the amount of L1 use produced Mandarin and English vowels. An acoustic analysis showed that both the Mandarin-English bilinguals of high L1 use and those of low L1 use deviated from the norm of Mandarin vowel /ii/. The Mandarin-English bilinguals of low L1 use who successfully acquired

English vowel /ai/ deviated from the norm of Mandarin vowel /ai/, indicating a carry-over effect of L2 vowel on L1 vowel production. An analysis of inter speaker variability indicated that some individual Mandarin-English bilinguals, including both speakers of high L1 use and low L1 use, were accented in the production of /y/, /ai/ and /au/. This research suggests that the L1 phonetic system established in childhood does not remain static; instead, it may undergo reorganization when the L1 and L2 phonetic systems are juxtaposed in a common phonological space interact.

Benson (2005) conducted a study, proposing that mother tongue-based education perpetuates equity in education, especially among girls who are often regarded as disadvantaged in access to education. The study showed that mother tongue-based bilingual education aims to develop the learner's knowledge through reading, writing and thinking skills in the mother tongue (L1) while teaching a second or foreign language (L2) as a separate subject. Also, teachers in the mother tongue would gain the trust of girls and reduce the risk of abuse. The study participants from the Philippines and Papua New Guinea confirmed the proposition that girls stay longer in formal schooling and get positive results from mother tongue bilingual education.

Margit (2004) conducted a study to reveal changes in back channeling behavior, the influence from L2 to L1 on the use of backchannel cue. Backchannel cues seem to exist in all languages.

However, backchannel behavior differs according to language and culture. This study argued that in the research on the use of backchannel cues in L1 and L2, transfer from L2 to L1 has to be considered reciprocally; e.g. Transfer of L2 Japanese back channeling into L1 German, as well as the transfer of L2 German back channeling into L1 Japanese. The results of this study show that both findings hold true. Data collected from videotaped dyads between monolingual Japanese and monolingual Germans first established the difference in the usage of backchannel cues in the two languages, with German as low and Japanese as high in the frequency of backchannel cues. Next, one long-term Japanese resident of Germany and one long-term German resident of Japan were each videotaped conversing with a monolingual speaker of their L2 and then again with a speaker of their L1. Their usage of backchannel cues in each conversation was analyzed. Participants were given a questionnaire to ascertain their awareness of differences in conversational styles. The results showed a transfer from L2 Japanese on L1 German but none from L2 German on L1 Japanese. Various reasons for the transfer or non-transfer of backchannel cues are presented, as well as possible measures which could incite Japanese to change back channeling behavior, to avoid disasters in political and economic negotiations.

Kecskes (2001) conducted a study that aimed at studying how foreign language learning affects mother tongue acquisition. The main argument of this study is that foreign language learning can support L1

development. This is not a new idea because Vygotsky (1962: 110) wrote the following: “....foreign language facilitates mastering the higher forms of the native tongue. The child learns to see his language as one particular system among many, to view its phenomena under more general categories and this leads to awareness of his linguistic operations”. Although most linguists acknowledge that there must be a bidirectional interdependence between the first language (L1) and the foreign language (FL), only one side of this interaction has been emphasized in the relevant literature (Cummins, 1979; Cook, 1991; Larsen-Freeman & Long, 1991). The researcher argued in this study that the interdependence hypothesis may work both ways in a foreign language environment from L2 to L1 and from the first language to the other language.

Pavlenko (2000) conducted a study to reveal L2 Influence on L1 in Late Bilingualism. The purpose of the present paper is to bring together several studies in an emerging area of inquiry, suggesting that the acquisition of the second language (L2) influences the first language (L1) in adulthood, in order to reconceptualize the findings within a unitary theoretical framework. Previous research has convincingly established that L2 may influence L1 learning. In the present paper; evidence is presented that similar processes may take place in adult L2 learning and lies, with L2 influencing L1 phonology, morph syntax, lexical, semantics, pragmatics, rhetoric, and conceptual representations. The processes taking place in these diverse areas are brought together within a single framework as

borrowing, convergence, shift, restructuring, and loss. Possible constraints of L2 influence in adulthood are proposed and theoretical implications discussed, in particular with regard to the nature of L1 competence.

Kecskes and Papp (2000) in their study examine all aspects of the influence of foreign language learning (FLL) on the development of mother tongue skills from a cognitive-pragmatic perspective. They explain and analyze in-depth throughout the book how FLL influences L1. They go farther than other studies in this field. They discuss this effect, focusing not only on demonstrating that this influence exists but also on explaining how it occurs by reexamining and discussing issues such as conceptualization in an L2, meta linguistic awareness, linguistic relativity, the relationship of thought and word, transfer of skills, and others. The authors analyze rigorously and in-depth the influence of FLL on the mother tongue in multilingual environments and the educational benefits that FLL brings. They argue that learning languages brings not just linguistic benefits but also positively affects cognitive development. The issues that this book raises are based on the authors' research and on their review of a large number of research studies in the field. The authors state the necessity of implementing and putting into practice intensive FL instruction across the curriculum, so that learners can achieve high proficiency in a FL. In this way, by being multilingual, performance in the L1 is enhanced.

McNamara (1996) sees that achievement in the second language is always negative to the acquisition of the skills of mother language.

Cummins (1978) opposes this view by emphasizing that this negative effect is due to the time dedicated to teaching ML, but not to the influence of the FL. (AL-Mutawa.N, 2005).

2.3 Discussion of Previous Studies

After the researcher conducted an extensive survey on previous studies that are related to the field of the influence of FL on ML, she managed to identify two main approaches: The first approach claims that there is a positive influence of FL on ML. Such studies are more accurate and new .The influence of FL on ML concerning student's skills, cognitive abilities, cultural and communication abilities. e.g. (Al-Ammar (2007), Hashim H. Noor (2007) , Jamal (2005), Kuwait (2001):, Al Mutawa (1998) Taresh (1995) , Ahamd (1990) , Al- Mutawa (1996), Margit Krause-Ono (2004) Istvan Kecskes and Tünde Papp (2000)

The other approach opposes these claims, stating as a matter of fact that there is a negative influence of FL on ML . E.g. (Al Qudsi (2007) , Al Ghammidy (2004),Qatar(2000), Afifi (1989), Benson, Carol (2005) Ashour (1986) , Al Ma'moury et,al (1983)and Macnamara (1996) .

2.4 Summary

This study is similar to previous studies in that it seeks to investigate the influence of FL on ML from the perception of teachers while it is different from other studies in that it is conducted in the Palestinian environment and it also includes 1st and 3rd grade English teachers'

perceptions of such influence. However, this study is the first to investigate the role of variables (gender, experience, qualification, status, and age) on L2 influence on L1 in a Palestinian setting .

Chapter Three

Methodology

Chapter Three

Methodology

3.1. Introduction

This chapter is devoted to specifying the steps and the methodology used in carrying out the research endeavor. This chapter discusses research design, study population and sample, instrument and its validity and reliability, data collection procedures, and the statistical analysis.

3.2 Study Design

This study uses a cross-sectional design, based on questionnaires. The study design involves observation of a representative sample of the 1st and the 3rd grade English language teachers in Nablus and Tulkarem Districts in the 1st of April 2011 till- 30th of June. 2011. It employs descriptive and inferential design. The primary goal is to try to provide as comprehensive description as possible, whereas the cross sectional is focused on individuals at a fixed events during life.

3.3 Population & Sample Of The Study

This study was conducted in two Palestinian districts (Nablus and Tulkarem). The study population included all the 1st & the 3rd grade English language teachers in public schools in these areas.

The study sampling frame was restricted to public 1st and 3rd grades English teachers, taken from the Palestinian Ministry of Education and

higher education database in 2010-2011 in Nablus and Tulkarem Districts. The number of schools and 1st and 3rd grade English language teachers was established from information at the Department of Planning and Statistics at the Palestinian Ministry of Education in each respective district. A numbered list of public schools was taken and printed, each school with a dual number was selected in order to ensure a random sample.

According to the Department of Planning and Statistics, the total number of public schools in both Nablus and Tulkarem is (266), with a total of (N=893) of 1st and 3rd grade teachers.

The following table shows the numbers and distribution of the study sample. A representative stratified sample of (n=305, 34.1%) was selected according to their districts.

Table (1) shows the distribution of the study population according to district and grade.

Males	Females	grade	district
87	203	1 st grade	Nablus
177	298	3 rd grade	
264	293	total	
18	46	1 st grade	Tulkarem
22	47	3 rd grade	
40	93	total	

Source: planning and statistics department, PMOE 2011-2010

Table (2): Public school distribution according to district

District	No. Public Schools
Nablus	143
Tulkarem	123
Total	266

source: Planning and Statistics Department, PMOE 2011-2010

The study was conducted on a sample of (305) English teachers which represented (34.15%) of the study population.

3.4 Instrumentation

After conducting an extensive literature review on the influence of FL teaching on ML, data was collected via a structured questionnaire developed in English language which consisted of (70) items in three parts, organized to measure the influence of FL teaching on ML in the 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarm Districts:

A- First: it informed the respondent of the objectives and the importance of the study, and assured them that the data collected was for scientific purposes only.

B- The Second: it collected demographic information (gender, years of experience, qualification, marital status, and age).

C- The third: this was devised to collect information on the influence of FL teaching on ML in 1st and 3rd graders from teacher's perception in Nablus and Tulkarem Districts. The following table shows these domains and their items in the questionnaire

Table (3): items and item numbers of the domains in the questionnaire on the influence of FL teaching on ML in 1st and 3rd graders from teacher's perception in Nablus and Tulkarem Districts

No. Of Items	Items	Domain
7	8-14	Teachers` Experience
6	15-20	Students Development
6	21-26	Students Previous Experience
14	27-40	ML Usage In FL Class
12	41-52	Student Acquisition
18	53-70	Student Age

3.4.1 Reliability of the Instrument

To determine the reliability of three sub-questionnaires, alpha formula was used as in table (4).

Table (4) alpha formula of instrument reliability.

Domain	Reliability
Teachers` Experience	0.78
Students Development	0.82
Students Previous Experience	0.72
MI Usage In FL Class	0.65
Student Acquisition	0.73
Student Age	0.81
Total Score	0.77

The results of table (4) show that the ranges of reliability were between (0.72 – 0.82), and total score (0.77), all of these values are suitable for conducting such a study.

3.4.2 Validity of the Instrument

The questionnaire was reviewed by a group of experts in the field of English language teaching (see appendix C). They deleted and rephrased some items until the study instrument reached its final form.

3.5 Statistical Analysis

The Statistical package for social science (SPSS) version 17 was used for data analysis. Various statistical tests and procedures were used including (means, frequencies, standard deviation, cross-tabulation, t-test for independent samples, ANOVA, post hoc Scheffe's test). P-value of less

than or equal to 0.05 was used to test the significance in testing the study hypothesis.

3.6 Pilot Study

A pilot study was carried out in (7) public schools in Tulkarem in order to identify potential problems and to revise the methods and logistics of data collection before starting the actual fieldwork. (30) 1st and 3rd English teachers were selected randomly, of which (58.2 %) females and (41.8%) age with mean age of (31-35) years for males and (26-30) years for females.

After the pilot study, the proposed time set for the questionnaire was revised as it was found that more time was needed. In addition, some questions in the questionnaire were revised to make it more easily understandable for participants while preserving the same objectives of the questions.

3.7 The Study Fieldwork Procedure

1- Nablus schools: (73) public schools were visited in Nablus in order to distribute the questionnaire on 1st and 3rd grade English teachers. Each visit took (3 hrs) and the fieldwork in Nablus public schools was carried out in (19) days resulted in interviewing (219) teachers.

2- Tulkarem schools: (28) public schools were visited in Tulkarem District in order to distribute the questionnaire on 1st and 3rd grade English

teachers. Each visit took (2 hrs) and the field work in Tulkarem public schools was completed within (10) days resulted in interviewing (86) teachers.

3.8 Study Variables

The study included the following variables:

3-8-1 Independent Variables

- **Gender:** with two classes (male and female)
- **Years of experience:** with four levels (1-5, 6-10, 11-15, and more than 15 years)
- **Qualification:** with three levels (diploma, bachelors or masters)
- **Age:** with four levels (less than 25, 26-30, 31-35, and more than 35years old).
- **Status:** if the teachers were married or single .

3-8-2 Dependant Variable

The influence of FL teaching on ML in 1st and 3rd grade from the teachers' perception in Nablus and Tulkarem Districts.

3.9. Procedures

The researcher used the following procedures during the application of this study:

First, after establishing the validity and reliability of the instrument by the experts in education who approved the utility of the instrument for carrying

out the study, the researcher incorporated the changes, which were suggested by the experts.

Second, the researcher brought the population of the study.

Third, the researcher selected the study sample using stratified random sample method as a sample of the study (Krejice & Morgan, 1970).

Fourth, the researcher conducted a pilot study on (30) 1st and 3rd grade English language teachers in Tulkarem public schools.

Fifth, the researcher herself distributed the copies of the instrument on teachers. In order to obtain more valid and credible results teachers were given the freedom to complete the questionnaire. In addition, the completion was voluntary.

Sixth, the researcher managed to collect almost all the copies. Then the questionnaire was statically treated.

3-10 Distribution of the study sample according to the study variables.

Table (5) sample distribution according to the study variables.

Study independent variable		N	%
Variable	Level		
Gender	Male	160	.525
	Female	145	.475
Years Of Experience	1-5 Years	125	41.0
	6-10 Years	85	27.9
	11-15 Years	30	9.8
	More Than 15 Years	65	21.3
Qualifications	Diploma	30	9.8
	Bachelor	260	85.2
	Master	15	4.9
Marital Statues	Married	160	52.5
	Single	145	47.5

Study independent variable		N	%
Variable	Level		
Gender	Male	160	.525
Age	Less Than 25 Years	30	9.8
	26-30 Years	80	26.2
	31-35 Years	75	24.6
	More Than 35years	120	39.3

3.11 Ethical Issues

This study is conducted on human subjects, and to assure that the ethical issues are taken into consideration, permission to conduct this study was obtained from the Palestinian Ministry of Higher Education in Ramallah, Nablus, and Tulkarem. In addition, teachers were informed about the purpose of the study before the interview and were told that their participation was voluntary, and any information obtained would be confidential and would be used for scientific research purposes only .

3.12 Summary

This chapter dealt with methodology and design. Moreover, the researcher classified the chapter by first presenting the population distribution. Then, the researcher presented the sample in accordance with the study variables (gender, qualification, years of experience, marital status, and age). Additionally, the researcher ensured that checks on the validity and reliability of the instrument were enforced. After that, the researcher displayed the procedures she followed in carrying out the study.

Chapter Four

Results

Chapter Four Results

4.1 Introduction

The Results will be presented in two parts. The first part deals with the descriptive analysis of the influence of FL teaching on ML in 1st and 3rd grade from the teachers' perceptions in Nablus and Tulkarem Districts in studying seven domains. The second part is dedicated to test the validity of the study hypothesis, and to discuss the role of the variables (gender, experience, qualification, marital statues, and age) in the perception of 1st and 3rd grade English language teachers in the study area.

4.2. Results related to the first part

The first question was:

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts?

To answer the study questions; mean, standard deviation, and percentages of each item, domain and total score of the influence of FL teaching on ML in 1st and 3rd grades from the teacher perceptions in Nablus and Tulkarem Districts is computed. The study adopted a five-point scale in which the length of cells was determined through calculating the range of the scale ($5-1=4$) and divided on the highest value of the scale to determine the cell length, ($5\backslash 4=0.8$) then added to the lowest value in the scale to determine the lowest value of scale ($1+0.8=1.8$):

Table (6): the scale scoring of Likret Scale

1-1.8	very low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5	very high

for data analysis, the researcher used the following percentages:

(80 %) and more is very high degree of self-learning effect.

(70-79.9%) is a high degree.

(60 - 69.9 %) is a moderate degree.

(50 - 59.9 %) is a low degree.

(less than 50 %) is a very low degree.

The following tables (7) , (8), (9) , (10), (11) and (12) shows the results of the study question:

4.2.1. Teacher's Experience Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers` perceptions in Nablus and Tulkarem Districts on the teachers' experience?

Table (7) mean, standard deviation, and percentages of each item, and total score of the influence of FL teaching on ML .

No	Items	M	SD	Percent	degree
1.	I feel responsible for taking the class on time.	4.0000	62828.	80.0	Very high
2.	I'd try to do my best to accomplish the job with enthusiasm.	3.8852	77158.	77.7	high
3.	They feel responsible for getting information about the student's social life	3.2951	63723.	65.9	moderate
4.	I try to do my best to help	3.9508	49425.	79.0	high

	poor students				
5.	I enjoy teaching of English as L2 in particular.	4.2459	76209.	84.9	very high
6.	I Spend time with the students on lesson-related subjects (activities)	4.0000	62828.	80.0	Very high
7.	I have the ability to look for supplementary material to support L2 classes.	3.5738	87845.	71.5	high
Total score of teacher's experience		3.8501	38988.	77.0	High

- maximum point of response (5) points.

Teachers' experience domain, results indicate a high degree with ($M=3.8$, $SD=0.87$, 77%). It is worth mentioning that item (8, 11, 13) received the highest score, item (11) ($M=4.2$, $SD=0.76$, 85%) which indicates that respondents perception of teaching English as FL is an enjoyable task. This may be interpreted as evidence that teaching English can enhance teacher-student communication and cooperation.

4.2.2. Student Development Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perception?

Table (8) mean, standard deviation, and percentages of each item, and total score of the influence of FL teaching on ML.

No	Items	M^*	SD	Percent	Degree
8.	L1 errors are frequent among students who have been exposed to L2	3.803	67424.	76.1	High
9.	Orthographical errors are the more frequent among students who use L2 in their life.	3.245	82430.	64.9	moderate
10.	Pronunciation errors in L1 are common among students	3.245	88213.	64.9	moderate

	who have been exposed to L2 in their environment.				
11.	Syntactic errors in L1 are common among students who were exposed to L2 in their environment.	3.114	94414.	62.3	moderate
12.	Achievement in L1 is negatively affected when students learn L2.	2.524	1.16989	50.5	low
13.	My perception of the cultural values of L1 is influenced by L2.	2.803	1.11538	56.1	low
Total score of student development		3.123	47402.	62.5	moderate

maximum point of response (5) points.

Student development domain, results indicates a moderate response degree with (M=3.1, SD=0.47, 62.5%). This domain's total score was lower than teacher's experience domain, It is worth mentioning that item (15) received the highest score, item (15) (M=3.8, SD=0.67, 76.1%) which indicates that respondents believe L1 errors are frequent among students who have been exposed to L2. This may be interpreted as meaning that these errors are not as a direct results of the exposure to L2 because almost all student's are exposed to L2. While item (19, 20) "achievement in L1 is influenced negatively for students who study L2 "is the low score (M=2.5, SD=1.1, 50.5%). This indicates that student's achievement in L1, and cultural values are not influenced by exposure to L2. This is very important because it agrees with other studies of the positive influence of L2 on L1.(Ammar (2007), Hashim H. Noor (2007) , Jamal (2005) , Kuwait (2001);, Al Mutawa(1998, Taresh (1995) , Ahamd (1990), Al- Mutawa (1996), Margit Krause-Ono (2004), Istvan Kecskes1(2001)and Istvan Kecskes and

Tünde Papp (2000) and disagrees with many Middle Eastern studies that indicates that L2 negatively influences L1 from the perceptive of students` development and cultural values Macnamar(1996) Al Ma`moury et ,al (1983) Ashour (1986) Afifi (1989) Qatar(2000) Benson, Carol (2005) and Al Ghammidy (2004).

4.2.3. Student Previous Experience Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers` perception in Nablus ?

Table (9) mean, standard deviation, and percentages of each item, and total score of the influence of FL teaching on ML.

No	Items	M	SD	Percent	Degree
14.	Learning L2 at kindergarten affects students` learning of L1 negatively.	3.3607	1.05806	67.2	moderate
15.	I feel that courses taught at an early age focus on L1 more than L2.	2.8525	90387.	57.1	low
16.	Students acquire their L2 vocabulary from English textbooks .	3.6557	1.00795	73.1	high
17.	Students learn songs in L2 more quickly than learning in L1 in the primary school classes.	3.7541	76209.	75.1	high
18.	I encourage students to use L2 vocabulary in the class.	3.9672	86920.	79.3	high
total score of student previous experience		3.6366	42158.	72.7	high

maximum point of response (5) points.

Students` previous experience domain results indicate a high response degree with (M=3.6, SD=0.42, 72.7%). It is worth mentioning

that item (23) received the highest score, item (23) ($M=4.2$, $SD=0.94$, 84.6%) which indicates that respondents believe that L2 influence is highest among Arab students who were born in an English speaking country, which is a natural outcome of the fact that there is a real exposure to L2.

4.2.4. L1 Use In L2 Class Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts on the L1 use In L2 class domain?

Table (10) mean, standard deviation, and percentages of each item, and total score of the influence of FL teaching on ML.

No	Items	M	SD	Percent	Degree
19	I prefer to use L1 as a medium of instruction in L2 classroom.	2.6230	97946.	52.5	low
20	L2 could play a supplementary role in teaching L1 in the classroom.	3.0492	79939.	61.0	moderate
21	The use of L2 in teaching affects L1 learning negatively.	2.3115	1.18295	46.2	Very low
22	L2 should be the only medium of instruction in L2 classes.	3.1475	1.14473	63.0	moderate
23	Conversing in the classroom should be in L1 only.	2.7541	1.21200	55.1	low
24	Utterances in the classroom are approximately an equal mixture of L1 and L2.	3.0000	76948.	60.0	moderate
25	Class instruction should be in L2.	3.8852	94414.	77.7	high
26	Utterances used in the class should be in L2 only.	3.4918	73946.	69.8	moderate
27	Teachers' beliefs about L1	3.1475	47421.	63.0	moderate

	are consistent with their teaching practices in L2 classroom.				
28	Teachers of EMs differ from teachers of NEMs in terms of their attitudes towards L1 in the classroom	2.8754	63677.	57.5	low
29	L2 teachers can use L1 to convey meaning.	3.0623	34324.	61.2	moderate
30	Relationship between reading in L1 and reading in L2 is stronger in process than in product of reading.	3.0230	42473.	60.5	moderate
31	Transfer of L1 reading strategies negatively affects L2 proficiency.	2.8623	67428.	57.2	low
32	L1 strategies are not always helpful in constructing appropriate meaning.	3.0361	46099.	60.7	moderate
total score of L1 use in L2 class		3.366	42158.	67.3	moderate

L1 Use In L2 Class domain, results indicates a moderate response degree with (M=3.3, SD=0.42, 67.3%). It is worth mentioning that items (29) received the lowest score, item (29) (M=2.3, SD=1.1, 46.2%) which indicates that respondents indicate that the use of L2 in teaching has a negative effect on the learning of L1. This is very important because it agrees with other studies of the positive influence of L2 on L1 and disagree with many Middle Eastern studies that indicates that L2 negatively influence L1 from the perceptive of students` development and cultural values.

4.2.5. Students' Acquisition Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perception in Nablus and Tulkarem Districts on students' acquisition domain?

Table (11) mean, standard deviation, and percentages of each item, and total score of the influence of FL teaching on ML.

No	Items	M	SD	Percent	Degree
33	Learning L2 is the best way to develop student's comprehension.	3.1705	52294.	63.4	moderate
34	Learning L2 is the best way to develop the student's cognition.	3.1541	54337.	63.1	moderate
35	Learning L2 is the best way to develop the student's language experience.	3.2098	50839.	64.2	moderate
36	Learning L2 affects the student's culture negatively.	3.0852	49929.	61.7	moderate
37	Learning L2 threatens student's identity.	2.8459	59537.	56.9	low
38	L2 decreases student's loyalty to L1.	2.7344	62694.	54.7	low
39	Learning L2 increases student's mental growth.	2.9574	62945.	59.1	low
40	Adults can learn L2 more effectively than children	2.8557	61144.	57.1	low
41	Learning L2 burdens children and their families.	2.9836	44024.	59.7	low
42	Learning L2 burdens teachers	2.8459	57284.	56.9	low
43	Learning L2 is a big load on school timetable.	2.8131	69856.	56.3	low
44	L2 is considered the 3rd language after the colloquial and standard Arabic	2.9639	71314.	59.3	low
total score of students' acquisition		2.9683	20322.	59.4	low

Student acquisition domain results indicate a low response degree with ($M=2.9$, $SD=0.20$, 59.4%). It is worth mentioning that item (45-52) received the lowest score, item (45-52) which indicates that respondents believe that learning L2 does not influence L1 in terms of student's mental growth, identity, affection, or represent a load on school and family. This may be interpreted as meaning that learning L2 has low to no influence on L1 concerning the development of students. This is very important because it agrees with other studies of the positive influence of L2 on L1 (studies) and disagrees with many Middle Eastern studies that indicate that L2 negatively influences L1 from the perspective of student's development and cultural values.

4.2.6. Students' Age Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts on Students' Age Domain?

Table (12) mean, standard deviation, and percentages of each item, and total score of the influence students' age.

NO	ITEMS	M	SD	Percent	Degree
45	Students in the primary stage need to acquire their native language.	3.1049	65555.	62.1	Moderate
46	Students in this primary stage can acquire both L1 and L2 effectively.	2.9639	71314.	59.3	Low
47	Learning L2 has a positive effect on the student's psychomotor skills.	3.1574	49486.	63.1	Moderate
48	Learning L2 has a positive	3.0885	43153.	61.8	Moderate

	effect on student's writing skills of L1.				
49	Learning L2 can increase the acquisition of L2 culture.	3.0426	48138.	60.9	Moderate
50	Learning L2 is necessary because of its use in business and trade.	3.1049	68018.	62.1	Moderate
51	Learning L2 increases colonial culture the acquisition of L1.	3.0525	50380.	61.1	Moderate
52	L2 learning affects student's L1 pronunciation.	2.8885	63921.	57.8	Low
53	Teachers have positive attitudes towards teaching English in first grade.	2.9770	40894.	59.5	Low
54	Teachers see that the best time for learning L2 is in the 5th grade	3.0262	54949.	60.5	Moderate
55	L2 in the Arab world is against the Arab philosophy toward Arabizing education.	2.9574	69879.	59.1	Low
56	L2 learning affects the grammar of L1 positively	2.8787	48839.	57.6	Low
57	L2 learning has a positive effect on the lexicon of L1.	2.9508	59123.	59.0	Low
58	L2 decreases social interaction among students.	2.9803	53767.	59.6	Low
Total score of students' age		3.0189	14568.	60.4	Moderate

Student age domain results indicated a moderate response degree with ($M=3.91$, $SD=0.14$, 60.4%). This is very important because it agrees with other studies of the positive influence of L2 on L1. Conversely, it disagrees with many Middle Eastern studies that indicate that L2 negatively influences L1 from the perspective of students' development and cultural values.

Table (13) Total score of all domains

Domain	Mean	Percent	Degree
Total score of teacher's experience	3.8501	77.0	High
Total score of student development	3.1230	62.5	moderate
total score of student previous experience	3.6366	72.7	high
total score of L1 use in L2 class	3.366	67.3	moderate
total score of students' acquisition	2.9683	59.4	low
total score of students' age	3.0189	60.4	moderate
Total score	3.2345	64.7	moderate

4.3. Part Two: Testing The Study Hypothesis

The second part is dedicated to testing the validity of the study hypothesis, and to discussing the role of the variables of (gender, experience, qualification, marital statues, and age) in the perception of 1st and 3rd grade English language teachers in the study area.

4.3.1. Results of the first hypothesis

There are no statistically significant differences in means that at p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers` perceptions in Nablus and Tulkarem Districts due to gender.

An independent-samples t-test was computed to compare the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts in females and male teachers. There was no significant difference in the scores for males and females on teachers' experience, student development, student previous experience domains. Whereas there were significant differences in the scores of males

and females on L1 use in L2 class in male ($M=2.965$, $SD=0.265$) and female ($M=3.079$, $SD=0.246$) conditions; $t(303) = -3.857$, $p = 0.00$. These results suggest that female teachers really do see an influence of FL teaching on ML in 1st and 3rd grades on L1 use in L2 class more than male teachers.

Moreover, there were significant differences in the scores of males and females on student acquisition; for male ($M=2.94$, $SD=0.2321$) and female ($M=2.99$, $SD=0.16$) conditions; $t(303) = -2.424$, $p = 0.01$. These results suggest that female teachers really do experience an influence of FL teaching on ML on student's acquisition in 1st and 3rd grades on L1 use in L2 class more than male teachers.

Also, there were significant differences in the scores of males and females on student age; in male ($M=3.00$, $SD=0.19$) and female ($M=3.03$, $SD=0.23$) conditions; $t(303) = -2.020$, $p = 0.04$. These results suggest that female teachers really do see an influence of FL teaching on ML on student's age in 1st and 3rd grades on L1 use in L2 class more than male teachers.

Consequently, there were significant differences in the scores of males and females on total score; in male ($M=3.21$, $SD=0.13$) and female ($M=3.26$, $SD=0.15$) conditions; $t(303) = -2.136$, $p = 0.03$. These results suggest that female teachers really do see an influence of FL teaching on ML on total score in 1st and 3rd grades on L1 use in L2 class more than male teachers.

Table (14): An independent-samples t-test was conducted to compare influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts in female and male teachers.

	gender	N	M	SD	t	df	Sig.(2-tailed)
Teacher's Experience	male	160	3.84	.409	-.299-	303	0.765
	female	145	3.85	.377		302.946	
Student Development	male	160	3.13	.427	.280	303	0.779
	female	145	3.11	.526		277.899	
Student Previous Experience	male	160	3.59	.398	-1.643-	303	0.101
	female	145	3.67	.449		287.120	
L1 Use In L2 Class	male	160	2.96	.269	-3.857-	303	0.00*
	female	145	3.07	.247		302.831	
Students' Acquisition	male	160	2.94	.231	-2.424-	303	0.01*
	female	145	2.99	.164		284.468	
Students' Age	male	160	3.003	.130	-2.020-	303	0.04*
	female	145	3.037	.153		293.203	
Total Score	male	160	3.210	.199	-2.136-	303	0.03*
	female	145	3.262	.231		278.547	

4.3.2. Results of The Second Hypothesis:

There are no statistically significant differences in means that at p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to marital status.

An independent-samples t-test was conducted to compare influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts in single and married teachers. There were no significant difference in the scores for married and single teachers on (teacher's experience, student development, student previous experience, L1 use in L2 class students' acquisition, students' age).

Table (15): An independent-samples t-test was conducted to compare influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts in married and single teachers.

	MS	N	M	SD	t	df	Sig. (2-tailed)
Teachers` Experience	married	160	3.8660	0.372	0.750	303	0.453
	single	145	3.8325	0.409			
Students` Development	married	160	3.1249	0.494	0.079	303	0.936
	single	145	3.1206	0.451			
Students` Previous Experience	married	160	3.7187	0.412	3.645	303	3.135
	single	145	3.5459	0.414			
L1 Use In L2 Class	married	160	3.0424	0.259	1.624	303	0.105
	single	145	2.9935	0.264			
Students' Acquisition	married	160	2.9552	0.237	1.206-	303	0.237
	single	145	2.9827	0.156			
Students' Age	married	160	3.0305	0.148	1.465	303	0.143
	single	145	3.0060	0.142			
Total Score	married	160	3.2706	0.221	3.078	303	0.002
	single	145	3.1954	0.202			

4.3.3 Results of the third hypothesis:

There are no statistically significant differences in means that at p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications.

A one-way between subjects was conducted to compare the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts due to qualifications in Diploma, Bachelors and Masters conditions on domains of teachers' experience

student development student previous experience L1 use in L2 class students' acquisition students' age total score. It is obvious from table (18) that there are differences in means between diplomas, bachelors, and master degree holders.

Table (16) Ms and SD between diploma, bachelor, and master degree holders.

		N	M	SD	Std. Error
Teacher's Experience	Diploma	30	3.881	.3600	.0657
	Bachelor	260	3.835	.3993	.0248
	Master	15	4.048	.1844	.0476
	Total	305	3.850	.3899	.0223
Student Development	Diploma	30	3.306	.5030	.0918
	Bachelor	260	3.109	.4722	.0293
	Master	15	3.000	.3727	.0962
	Total	305	3.123	.4740	.0271
Student Previous Experience	Diploma	30	3.833	.4591	.0838
	Bachelor	260	3.609	.4115	.0255
	Master	15	3.722	.4303	.1111
	Total	305	3.637	.4216	.0241
L1 Use In L2 Class	Diploma	30	3.110	.2522	.0460
	Bachelor	260	3.001	.2620	.0162
	Master	15	3.162	.2282	.0589
	Total	305	3.019	.2628	.0150
Students' Acquisition	Diploma	30	2.972	.2391	.0436
	Bachelor	260	2.965	.2041	.0127
	Master	15	3.022	.0666	.0172
	Total	305	2.968	.2032	.0116
Students' Age	Diploma	30	3.045	.2024	.0370
	Bachelor	260	3.015	.1403	.0087
	Master	15	3.039	.0986	.0255
	Total	305	3.019	.1457	.0083
Total Score	Diploma	30	3.409	.2443	.0446
	Bachelor	260	3.214	.2044	.0127
	Master	15	3.251	.2045	.0528
	Total	305	3.235	.2158	.0124

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers`

perceptions in Nablus and Tulkarem Districts due to qualifications on the domains of teachers' experience, L1 use in L2 class, students' acquisition students' age, since the $p > .05$ level for the three conditions.

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teacher perception in Nablus and Tulkarem districts due to qualifications on student previous experience, and total score.

Table (17): A one-way between subjects ANOVA of the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications

		Sum of Squares	Df	MS	F	Sig.
Teachers` Experience	Between Groups	.672	2	.336	2.228	0.110
	Within Groups	45.538	302	.151		
	Total	46.209	304			
Students` Development	Between Groups	1.278	2	.639	2.879	0.058
	Within Groups	67.028	302	.222		
	Total	68.306	304			
Students` Previous Experience	Between Groups	1.470	2	.735	4.222	0.016*
	Within Groups	52.561	302	.174		
	Total	54.030	304			
L1 Use In L2 Class	Between Groups	.641	2	.320	4.754	0.009*
	Within Groups	20.349	302	.067		
	Total	20.990	304			
Students' Acquisition	Between Groups	.047	2	.024	.572	.565
	Within Groups	12.507	302	.041		
	Total	12.555	304			
Students' Age	Between Groups	.031	2	.016	.737	.479
	Within Groups	6.420	302	.021		
	Total	6.452	304			
Total Score	Between Groups	1.025	2	.512	11.782	0.000*
	Within Groups	13.131	302	.043		
	Total	14.156	304			

Post hoc comparisons using the Scheffe test (20) were computed to indicated that the mean score for the qualification condition was significantly different between the Diploma and B.A, than the differences that existed for B.A holders and between Diploma and MA holders to M.A holders.

Taken together, these results suggest that qualifications really do have an influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem on the Students' Previous Experience domain. Specifically, our results suggest that when teachers have high levels of education, they tend to be more critical of the influence of L2 on L1.

Table (18) : Post hoc comparisons using the Scheffe test

	Diploma	Bachelor	Master
Diploma		0.7500*	0.9524*
Bachelor			-0.2024-
Master			

Post hoc comparisons using the Scheffe test (20) is computed to indicated that the mean score for the qualification condition was significantly different between the Diploma and B.A, than the differences that existed for B.A holders and between Diploma and MA holders to M.A holders.

Taken together, these results suggest that qualifications really do have an influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem on the L1 Use In L2 Class.

Specifically, our results suggest that when teachers have high levels of education, they tend to be more critical of the influence of L2 on L1.

Table (19) : Post hoc comparisons using the Scheffe test

	Diploma	Bachelor	Master
Diploma		*.2244*	0.111
Bachelor			-.1132
Master			

4.3.4. Results of The Fourth Hypothesis:

H0: There are no statistically significant differences in means that at p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts due to years of experience.

“A one-way ANOVA between subjects was conducted to compare the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to years of experience on domains of teachers' experience, student development, student previous experience, L1 use in L2 classes, students' acquisition and students' age total score.

Table (20) Ms and SD between subjects on the years of experience

		N	M	SD	Std. Error
Teacher's Experience	1-5 years	125	3.869	.3649	.0326
	6-10 years	85	3.756	.4205	.0456
	11-15 years	30	4.000	.1678	.0306
	More than 15 years	65	3.868	.4427	.0549
	Total	305	3.850	.3899	.0223
Student Development	1-5 years	125	3.100	.5680	.0508
	6-10 years	85	3.225	.4144	.0450
	11-15 years	30	2.833	.3529	.0644
	More than 15 years	65	3.167	.3227	.0400
	Total	305	3.123	.4740	.0271
Student Previous Experience	1-5 years	125	3.673	.4625	.0414
	6-10 years	85	3.637	.4196	.0455
	11-15 years	30	3.583	.2543	.0464
	More than 15 years	65	3.590	.4041	.0501
	Total	305	3.637	.4216	.0241
L1 Use In L2 Class	1-5 years	125	3.105	.2182	.0195
	6-10 years	85	2.971	.2758	.0299
	11-15 years	30	2.945	.2325	.0425
	More than 15 years	65	2.952	.2948	.0366
	Total	305	3.019	.2628	.0150
Students' Acquisition	1-5 years	125	2.995	.1816	.0162
	6-10 years	85	3.007	.1899	.0206
	11-15 years	30	2.867	.2765	.0505
	More than 15 years	65	2.913	.1973	.0245
	Total	305	2.968	.2032	.0116
Students' Age	1-5 years	125	3.051	.1555	.0139
	6-10 years	85	3.014	.1369	.0149
	11-15 years	30	2.976	.1395	.0255
	More than 15 years	65	2.984	.1280	.0159
	Total	305	3.019	.1457	.0083
Total Score	1-5 years	125	3.263	.2395	.0214
	6-10 years	85	3.230	.2138	.0232
	11-15 years	30	3.172	.1105	.0202
	More than 15 years	65	3.215	.2018	.0250
	Total	305	3.235	.2158	.0124

There was no significant differences of means of responses on the influence of FL teaching on ML in 1st and 3rd grades from the teachers'

perceptions in Nablus and Tulkarem districts due to qualifications on the study domains, since the $p > .05$ level for the three conditions.

There was no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts due to qualifications on the student previous experience, and total score.

Table (21): A one-way between subjects ANOVA of the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications

		Sum of Squares	df	MS	F	Sig.
Teacher's Experience	Between Groups	1.4857112	3	0.49523	3.333049	0.01985
	Within Groups	44.723723	301	0.14858		
	Total	46.209434	304			
Student Development	Between Groups	3.6001285	3	1.20004	5.582381	9.72726
	Within Groups	64.705882	301	0.21496		
	Total	68.306010	304			
Student Previous Experience	Between Groups	0.3965327	3	0.13217	0.741802	0.52784
	Within Groups	53.633521	301	0.17818		
	Total	54.030054	304			
L1 Use In L2 Class	Between Groups	1.5657349	3	0.52191	8.087768	3.37553
	Within Groups	19.423826	301	0.06453		
	Total	20.989561	304			
Students' Acquisition	Between Groups	0.7277006	3	0.24256	6.173367	4.39358
	Within Groups	11.827035	301	0.03929		
	Total	12.554735	304			
Students' Age	Between Groups	0.2640621	3	0.08802	4.281873	0.00558
	Within Groups	6.187534609904645	301	0.02055		
	Total	6.4515968	304			
Total Score	Between Groups	0.2473185	3	0.08243	1.784108	0.15019
	Within Groups	13.908512	301	0.04620		
	Total	14.155830	304			

4.4.5. Results Of The fifth Hypothesis

There are no statistically significant differences in means that at p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teacher perception in Nablus and Tulkarem districts due to age

“A one-way ANOVA between subjects was conducted to compare the influence of FL teaching on ML in 1st and 3rd grades from the teachers’ perceptions in Nablus and Tulkarem districts due to age on domains of teacher's experience, student development, student previous experience, L1 use in L2 , class students' acquisition and students' age Total score.

Table (22) Ms and SD between subjects on the years of experience

		N	M	SD	Std. Error
Teacher's Experience	less than 25 years	30	3.833	.3972	.0725
	26-30 years	80	3.830	.4136	.0462
	31-35 years	75	3.838	.3145	.0363
	more than 35years	120	3.875	.4168	.0381
	Total	305	3.850	.3899	.0223
Student Development	less than 25 years	30	3.111	.4660	.0851
	26-30 years	80	3.010	.4171	.0466
	31-35 years	75	3.233	.4816	.0556
	more than 35years	120	3.132	.4950	.0452
	Total	305	3.123	.4740	.0271
Student Previous Experience	less than 25 years	30	3.833	.3390	.0619
	26-30 years	80	3.615	.4621	.0517
	31-35 years	75	3.700	.3076	.0355
	more than 35years	120	3.562	.4553	.0416
	Total	305	3.637	.4216	.0241
L1 Use In L2 Class	less than 25 years	30	3.190	.2512	.0459
	26-30 years	80	3.067	.1960	.0219
	31-35 years	75	2.941	.2544	.0294
	more than 35years	120	2.993	.2860	.0261
	Total	305	3.019	.2628	.0150

Students' Acquisition	less than 25 years	30	3.003	.1443	.0263
	26-30 years	80	2.991	.1708	.0191
	31-35 years	75	2.948	.2595	.0300
	more than 35years	120	2.958	.1954	.0178
	Total	305	2.968	.2032	.0116
Student Age	less than 25 years	30	3.047	.1220	.0223
	26-30 years	80	3.038	.1347	.0151
	31-35 years	75	3.003	.1529	.0177
	more than 35years	120	3.009	.1526	.0139
	Total	305	3.019	.1457	.0083
Total Score	less than 25 years	30	3.404	.1947	.0355
	26-30 years	80	3.242	.2062	.0231
	31-35 years	75	3.205	.1849	.0213
	more than 35years	120	3.207	.2272	.0207
	Total	305	3.235	.2158	.0124

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications on the study domains , since the $p > .05$ level for the three conditions.

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts due to qualifications on the student previous experience, and total score.

Table (23): A one-way between subjects ANOVA of the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perception in Nablus and Tulkarem Districts due to qualifications

		Sum of Squares	df	MS	F	Sig.
Teacher's Experience	Between Groups	0.1248257	3	0.04160	0.271764	0.845745
	Within Groups	46.084608	301	0.15310		
	Total	46.209434	304			
Student Development	Between Groups	1.9408488	3	0.64694	2.934247	0.033696
	Within Groups	66.365162	301	0.22048		
	Total	68.306010	304			
Student Previous Experience	Between Groups	2.1602629	3	0.72008	4.178663	0.006416
	Within Groups	51.869791	301	0.17232		
	Total	54.030054	304			
L1 Use In L2 Class	Between Groups	1.6013346	3	0.53377	8.286845	2.587844
	Within Groups	19.388227	301	0.06441		
	Total	20.989561	304			
Students' Acquisition	Between Groups	0.1207608	3	0.04025	0.974448	0.405065
	Within Groups	12.433975	301	0.04130		
	Total	12.554735	304			
Students' Age	Between Groups	0.0845149	3	0.02817	1.331797	0.264101
	Within Groups	6.3670818	301	0.02115		
	Total	6.4515968	304			
Total Score	Between Groups	1.0248276	3	0.34160	7.830656	4.759349
	Within Groups	13.131003	301	0.04362		
	Total	14.155830	304			

4.4. Summary

This chapter investigates the influence of FL teaching on ML in 1st and 3rd grade from the teachers' perceptions in Nablus and Tulkarem Districts. Results of the study questioning and hypotheses were presented in two parts. The first part deals with the descriptive analysis of influence

of FL teaching on ML in 1st and 3rd grade from the teacher's perceptions in Nablus and Tulkarem Districts in seven study domains. The second part was devised to test the validity of the study hypothesis, and to discuss the role of the variables of (gender, experience, qualification, martial statues, and age) in the perception of 1st and 3rd grade English language teachers in the study area. .

Chapter five

Discussion and Findings

Chapter five

Discussion and Findings

5.1 Introduction

Discussion of results will be presented as follows. The first part talks about results related to the study question. The second part discusses the results of the study hypothesis and the role of the variables of (gender, experience, qualification, marital statues, and age) in the perception of 1st and 3rd grade English language teachers in the study undertaken.

5.2. Results related to the first part

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts?

5.2.1 Teacher's experience domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers` perceptions in Nablus and Tulkarem Districts on the teacher`s experience?

Teachers` experience domain results indicated a high degree with (M=3.8, SD=0.87, 77%). It is worth mentioning that teachers in the study expressed that they particularly enjoyed teaching English as L2 which indicates that respondants perception of teaching English as FL is an enjoyable task. Also it indicates that they have specialized in English because they love it, which encourages them to do their best to improve

their students' skills. This may be interpreted to mean that teaching English enhances teacher-student communication and cooperation. Finally, it indicates that they specialized in English because they love it that this encourages them to do the best to improve their students' skills. This can be interpreted as meaning that teaching English enhances teacher-student communication and cooperation.

This is very important because it agrees with other studies of the positive influence of L2 on L1 Al Mutawa (1998, Tareh (1995), Ahamd (1990) Kecskes and Papp (2000).

5.2.2. Student Development Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts on the student development domain?

Students' development domain results indicate a moderate response degree with ($M=3.1$, $SD=0.47$, 62.5%). This domain's total score was lower than teacher's experience domain, It is worth mentioning that item (15) received the highest score, item (15) ($M=3.8$, $SD=0.67$, 76.1%) which indicated that respondents believe that L2 errors are frequent among students who have been exposed to L2 which can be interpreted as meaning that these errors are not a direct result of the exposure to L2 because almost all students are exposed to L2. While item (19, achievement in L1 is influenced negatively for students who study L2 "I perceive the cultural values of the L1 are influenced by L2" Achievement in L1 is influenced

negatively for students who study L2” has the low score ($M=2.5$, $SD=1.1$, 50.5%). This indicates that student's achievement in L1, and cultural values are not influenced by exposure to L2. This is very important because it agrees with other studies of such a positive influence of L2 on L1. This is very important because it agrees with other studies of the positive influence of L2 on L1 Hashim (2007), Jamal (2005) and disagree with other studies that indicates that L2 negatively influences L1 from the perceptive of students` development and cultural values McNamara (1996) Al Ma`moury et, al (1983) Ashour (1986) Afifi (1989) Qatar (2000) Benson, Carol (2005) and Al Ghammidy (2004).

5.2.3 Student previous experience domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers` perceptions in Nablus and Tulkarem Districts on the students` previous experience domain?

Students` previous experience domain results indicate a high response degree with ($M=3.6$, $SD=0.42$, 72.7%). It is worth mentioning that item (I feel the courses presented at early ages focus on L2 more than L1) received the highest score, item (L2 influence is clear among Arab students who were born in an English speaking country.) ($M=4.2$, $SD=0.94$, 84.6%) which indicates that respondents believe that L2 influence is clear among Arab students who were born in an English speaking country. This is a natural outcome of the fact that there is a real

exposure to L2. This agrees what was found in other studies such as Benson (2000).

5.2.4. L1 Use in L2 Class Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts on the L1 use In L2 **class** domain?

L1 use In L2 class domain results indicate a moderate response degree with (M=3.3, SD=0.42, 67.3%). It is worth mentioning that items (29) received the lowest score, items (The use of L2 in teaching has a negative effect on the learning of L1; utterances in the classroom are only in L1 while specific words in L2 are used; Transferring of L1 reading strategies has a negative effect on L2 proficiency.) (M=2.3, SD=1.1, 46.2%) which indicates that respondents believe that the use of L2 in teaching doesn't have a negative effect on the learning of L1. This is very important because it is in line with other studies of the positive influence of L2 on L1. Ammar (2007), Jamal (2005),

5.2.5. Students' acquisition domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perception in Nablus and Tulkarem Districts on Students' Acquisition Domain?

Student acquisition domain: results indicate a low response degree with ($M=2.9$, $SD=0.20$, 59.4%). It is worth mentioning that in regards item (learning L2 affecting the student identity - L2 decreases students' affection toward L1; learning L2 increases student mental growth)

Adults can learn L2 more effectively than children. "Learning L2 has a big load on teachers" received the lowest score, item (45-52) which indicates that respondents believe that learning L2 does not influence L1 in terms of student's (mental growth, identity, affection, or represent a load on school and family.) This may be interpreted as meaning that learning L2 has little to no influence on L1 concerning development of student. This result agrees with Margit (2004), Kecskes (2001) and Kecskes and Papp (2000).

5.2.6. Students' Age Domain

What is the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts on students' age domain?

Student age domain results indicate a moderate response degree with ($M=3.91$, $SD=0.14$, 60.4%). "Students in this stage can learn both L1 and L2 effectively; L2 has an effect on student L1 pronunciation; teachers have positive attitudes for teaching English in first grades; L2 has a positive effect on the grammar of L1 and L2 decreases social interaction among students."

L2 can help in the brain drain of the Arab children. This is very important because it agrees with other studies of the positive influence of L2 on L1 and disagrees with many Middle Eastern studies that indicate that L2 negatively influence L1 from the perspective of student's development and cultural values.

5. 3. Part two discussion of the results testing the study hypothesis.

The second part is dedicated to discussing the results of the study hypothesis, and the role of the variables of (gender, experience, qualification, marital statues, and age) in the perceptions of 1st and 3rd grade English language teachers in the study area.

5.3.1. Discussion of Results of the first hypothesis:

There are no statistically significant differences in means at p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers` perception in Nablus and Tulkarem Districts due to gender.

There were no significant differences in the scores for males and females on (teacher's experience, student development, student previous experience domains.)However, there were significant differences in the scores of males and females on L1 use in L2 classes. These results suggest that female teachers really do see an influence of FL teaching on ML in 1st and 3rd grades on L1 use in L2 class more than male teachers. Moreover, there were significant differences in the scores of male and female teachers on student acquisition, in males and females conditions. These results

suggest that female teachers really do see an influence of FL teaching on ML on student's acquisition in 1st and 3rd grades on L1 use in L2 class more than male teachers. Also, there were significant differences in the scores of male and female teachers on student age, in males and females conditions. These results suggest that female teachers really do see an influence of FL teaching on ML on student's age in 1st and 3rd grades on L1 use in L2 class more than male teachers. Also, there were significant difference in the scores of males and females on total score; in male and female conditions; These results suggest that female teachers really do see an influence of FL teaching on ML on total score in 1st and 3rd grades on L1 use in L2 class more than male teachers.

5.3.2. Discussion of Results of the second hypothesis:

There are no differences in means that statistically significant on p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts due to marital status. There were no significant differences in the scores for married and single teachers on (teacher's experience, student development, student previous experience, L1 use in L2 classes, students' acquisition, students' age). Conversely, there were significant differences in the scores of married and single teachers on total score; in married and single conditions. These results suggest that married teachers see an influence of FL teaching on ML in 1st and 3rd grades on L1 use in L2 class.

5.3.3. Discussion of results of the third hypothesis:

There are no statistically significant differences in means on p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications.

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications on the domains of teacher's experience, L1 use in L2 class, students' acquisition students' age, since the $p > .05$ level for the three conditions.

There were no significant differences of means of responses on the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications on the student previous experience, and total score. Specifically, our results suggest that when teacher have high levels education, they tend to be more critical of the influence of L2 on L1.

Post hoc comparisons using the Scheffe test (21) were computed to indicate that the mean score for the qualification condition was significantly different for a Diploma than for a B.A; the differences were for B.A holders and between Diploma and MA holders to M.A holders.

5.3.4. Discussion of the Results of the fourth hypothesis:

There are no differences in means that were statistically significant on p value = 0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to years of experience.

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications on the study domains , since the $p > .05$ level for the three conditions.

There were no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem districts due to qualifications on the student previous experience, and total score.

5.3.5. Discussion Results of the fifth hypothesis:

There are no differences in means that are statistically significant on p value = (0.05) in influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to age.

There were no significant differences of means of responses on the influence of FL teaching on ML in 1st and 3rd grades from the teachers' perceptions in Nablus and Tulkarem Districts due to qualifications on the study domains , since the $p > .05$ level for the three conditions. There were

no significant differences of means of responses on influence of FL teaching on ML in 1st and 3rd grades from the teachers` perceptions in Nablus and Tulkarem Districts due to qualifications on the student previous experience and total score.

5.4. Recommendations:

Based on the results , one can recommend the following:

1. To conduct the same study in other districts in Palestine.
2. To conduct future studies that research could be replicated in other parts of Palestine, Not only in Tulkarm and Nablus but it could also involve other cities in Palestine.
3. To conduct future studies addressing the influence of English language that are not covered here.

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Appendixes

Appendix: (A)

An – Najah National University
Faculty of Graduate Studies
Dear Teachers,

This study explores "**An Investigation of the Influence of Foreign Language Teaching on Mother Language in 1st and 3rd Grades from the Teachers' Perception in Nablus and Tulkarm Districts**". Your answer will be confidential, taking into consideration that all the information you give will be used for research purposes.

Thank you for your cooperation

Sameerah L. Mahmoud

I - Section one: Personal information

Please ,put the mark (x) in the place that suits your case:

1. Gender: **Male** ☐ **Female** ☐

2. Years of experience:

1-5 years ☐ 6-10 years ☐ 11-15 years ☐
 More than 15 years ☐

3. The qualification:

Diploma ☐ Bachelor ☐ Master ☐

4. Marital status single ☐ married ☐

5. Age: less than 25 years ☐ 26-30 years ☐
 31-35 years ☐ more than 35years ☐

II - Section Two : Please ,put the mark (x) in the place that suits your case:

No	Items	Very low	Low	Moderate	High	Very high
I	Teachers` experience domain					
1.	The responsibility of taking the class on time.					
2.	The possibility of accomplishing the job with enthusiasm.					
3.	The responsibility of getting information about the student's social life					
4.	Trying to do the best for the poor students					
5.	Enjoyment of teaching and teaching of English as L2 in particular.					
6.	Spending time with the students on lesson-related subjects(activities)					
7.	The ability of looking for supplementary material to support L2 classes.					
II	Students` Developmental domain					
8.	L1 errors are frequent among students who have been exposed to L2					
9.	Orthographical errors are the most frequent among students who use L2 in their life.					
10.	Pronunciation errors in L1 are common among students who have been exposed to L2 in their environment.					
11.	Syntactical errors in L1 are common among students who were exposed to L2 in their environment.					
12.	Achievement in L1 is affected negatively when students learn L2.					
13.	My perception of the cultural values of the L1 is influenced by L2.					
III	Students` previous experience domain					
14.	Learning L2 at kindergarten affects students` learning of L1.					
15.	Courses taught at an early age focus on L1 more than L2.					
16.	Students acquire their L2 vocabulary from the English textbooks .					
17.	Students learn songs in L2 more quickly than in L1 in the primary school classes.					
18.	My encouragement of students to use L2 vocabulary in the class.					
IV	L1use in L2 class domain					
19.	I prefer to use L1 as a medium of teaching L2 in the classroom.					

20.	L2 could play a supplementary role in teaching L1 in the classroom.					
21.	The use of L2 in teaching has a negative effect on L1 learning.					
22.	L2 should be the only medium for the teaching of L2 in the classroom.					
23.	Utterances in the classroom are only in L1 but key words are used in L2.					
24.	Utterances are approximately an equal mixture of L1 and L2.					
25.	Class instructions should be in L2.					
26.	Utterances used in the class must be in L2 only.					
27.	Teachers' opinions L1 are consistent with their teaching practices in L2 classroom.					
28.	Teachers of EMs differ from teachers of NEMs in terms of their attitudes towards L1 in the classroom					
29.	L2 teachers can use L1 to convey meaning.					
30.	Relationship between reading in L1 and reading in L2 is stronger in process than in product of reading.					
31.	Transfer of L1 reading strategies has a negative effect on L2 proficiency.					
32.	L1 strategies don't always fully succeed in helping them construct appropriate meaning.					
V	Students' acquisition domain					
33.	Learning L2 is the best way to develop the student's comprehension.					
34.	Learning L2 is the best way to develop the student's recognition.					
35.	Learning L2 is the best way to develop the student's experience.					
36.	Learning L2 affects the student's culture.					
37.	Learning L2 affects the student's identity.					
38.	L2 decreases student's affection toward L1.					
39.	Learning L2 increases student's mental growth.					
40.	The adults can learn L2 more effectively than children					
41.	Learning L2 is a big burden on children and their families .					
42.	Learning L2 is a big burden on teachers					
43.	Learning L2 is a big burden on school timetable.					

44.	L2 is considered the 3rd language after the dialectal and standard Arabic					
	Students` Age domain					
45.	Students in the primary stage need to learn their native language.					
46.	Students in this primary stage can learn both L1 and L2 effectively.					
47.	Learning L2 has a positive effect on the student's psychomotor skills.					
48.	Learning L2 has a positive effect on student's writing skills of L1.					
49.	Learning L2 can increase the acquisition of L2 culture.					
50.	L2 is necessary because of its use in business and trade.					
51.	Learning L2 decreases the acquisition of L1.					
52.	L2 has an effect on student's L1 pronunciation.					
53.	Teachers have positive attitudes toward teaching English in first grade.					
54.	Teachers see that the best time for learning L2 is in the 5th grade					
55.	L2 in Arab world is against the Arab philosophy toward Arabisation of education.					
56.	L2 has a positive effect on the grammar of L1.					
57.	L2 has a positive effect on the lexicon of L1.					
58.	L2 decreases social interaction among students.					

Appendix: (B)

Names of experts who made comments on the questionnaire:

1. Dr. M`tasem Khadir	Al Quds Open University
2. Dr. Zyad Al Taneh	Al Quds Open University
3. Dr. Fayz Aqel	An- Najah University
4. Dr. Sameer Essa	An- Najah University
5. Mr. Majed Awad	English Supervisor in Tulkarm Directorate
6. Mr. Morad Essa	English Supervisor in Tulkarm Directorate
7. Mr. Khitam Khiat	English Supervisor in Tulkarm Directorate

Official Papers

Appendix: (C)

جامعة النجاح الوطنية
كلية الدراسات العليا

تأثير تعليم اللغة الانجليزية كلغة أجنبية على اللغة الأم لدى الصف الأول
والصف الثالث من وجهة نظر المدرسين في محافظتي نابلس وطولكرم

إعداد
سميرة لطفي محمود

إشراف
الدكتور فايز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب
التدريس بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2011م

تأثير تعليم اللغة الانجليزية كلغة أجنبية على اللغة الأم لدى الصف الأول والصف الثالث من وجهة نظر المدرسين في محافظتي نابلس وطولكرم

إعداد

سميرة لطفي محمود

إشراف

الدكتور فايز عقل

الملخص

تهدف هذه الدراسة إلى محاولة استكشاف مدى تأثير تعليم اللغة الأجنبية اللغة الانجليزية - على اللغة الأم العربية - في الصفوف الأول والثالث من وجهة نظر المعلمين في محافظتي نابلس وطولكرم، وكما تهدف الدراسة إلى التعرف إلى دور كل من متغيرات (العمر والمؤهلات والجنس وسنوات الخبرة والحالة الاجتماعية) في تأثير اللغة الأجنبية على اللغة إلام من وجهة نظر المعلمين والمعلمات في محافظتي نابلس وطولكرم. تكون مجتمع الدراسة من جميع معلمي معلمات الصفوف الأول والثالث في محافظتي نابلس وطولكرم للعام الدراسي 2010\2011. ومن أجل تحقيق هدف الدراسة، قامت الباحثة بتطوير استبانة مكونة من (70) فقرة، حيث اختار الباحث العينة بشكل عشوائي بعد أن تمكنت الباحثة من جمع قائمة بأسماء المدارس الحكومية وعدد معلمي اللغة الانجليزية في الصفوف الأول والثالث في محافظتي نابلس وطولكرم ورتب الباحث هذه المدارس أبجديا واختار الرقم الزوجي منها ووزعت الاستبيان على المعلمين فيها . حيث تم توزيعها عينة مكونة من (305) معلم ومعلمة يمثلون نسبة 34.15% من مجتمع الدراسة. تم جمع وترميز وتحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية منها الوسط الحسابي، والتكرارات، والنسب المئوية، واختبار تحليل التباين الأحادي (ANOVA) اختبار شيفيه واختبار (ت) للعينات المستقلة.

أظهرت النتائج أن اللغة الانجليزية تأثير ايجابي على اللغة الأم فهي تطور مهارات الطلبة من وجهة نظر عينة الدراسة وأيضاً أظهرت الدراسة أن لمعلمين اللغة الانجليزية اتجاهات ايجابية نحو تدريس هذه اللغة وهذا يعني أن الادعاء بان اللغة الانجليزية تأثير سلبي

على اكتساب اللغة الأم ادعاء غير مقبول من وجهة نظر عينة الدراسة. كما توصلت الدراسة الى انه لا يوجد هناك فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05) بين متغيرات الدراسة ومتوسطات استجابات عينة الدراسة على تأثير تعليم اللغة الأجنبية - الانجليزية - على اللغة الأم العربية - في الصفوف الأول والثالث من وجهة نظر المعلمين في محافظتي نابلس وطولكرم، وعلى ضوء نتائج الدراسة، قامت الباحثة بتقديم بعض التوصيات والتي منها:

1 - أوصت الباحثة بضرورة توسيع هذه الدراسة لتشمل طلبة آخرين في صفوف مختلفة.

2 - أوصت الباحثة بتوسيع هذه الدراسة لتشمل محافظات أخرى في فلسطين.

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