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IMPACT OF ENGLISH ON YOUNG ARABS' USE OF ARABIC IN THE UAE

A THESIS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Presented to the faculty of the American University of Sharjah
College of Arts and Sciences
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the requirements for the degree

MASTER OF ARTS

by
FATIHA HANANI
B.A. 1992

Sharjah, UAE
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We approve the thesis of Fatiha Hanani

Date of signature

Dr. Fatima Badry
Professor
Head, Department of English
Thesis Advisor

Dr. Ahmad Al-Issa
Associate Professor
Committee Member

Dr. Rodney Tyson
Associate Professor
Committee Member

Dr. Timothy Walters
CAS Graduate Programs Director

Dr. William Heidcamp
Dean of the College of Arts and Sciences

Dr. Kevin Mitchell
Director, Graduate and Undergraduate Programs

IMPACT OF ENGLISH ON YOUNG ARABS' USE OF ARABIC IN THE UAE

Fatiha Hanani, Candidate for the Master of Arts Degree

American University of Sharjah, 2009

ABSTRACT

English language education has become a vital part of many educational systems in the world. In the United Arab Emirates (UAE), the official language is Arabic, but with the diversity of the population, English is used as the language of wider communication. English is not only used as a lingua franca among the multiple nationalities and ethnic groups that reside in the UAE, but also proficiency in English is perceived to be fundamental for any student seeking a prosperous career. Thus, bilingualism has led to widespread use of English among the young Arab generation who are gradually “losing their ability to think and produce knowledge in Arabic” (Badry, 2007, p. 1). Given this widespread use of English in all areas of communication, this study explored high school students’ use of and attitudes towards their mother tongue, Arabic, and English. I sought to know how young Arabs’ acquisition of English affected their use of Arabic and attitudes towards it, and whether or not the extensive use of English might lead to the loss of the Arabic language.

Arabic speaking students between the ages of 14 and 16 from different nationalities and cultural backgrounds and from five private international schools in Dubai and Sharjah where the medium of instruction is English and the Arabic language is taught as a subject answered a questionnaire about their linguistic practices and attitudes towards their native language. In addition, 73 of the students’ parents completed a survey about their awareness of whether the use of English impacts the maintenance of Arabic and their perceptions of the role of English in the future of their children. The analysis of the data collected from both these students and parents indicated that although there was an obvious impact of English on these

young Arabs' use of Arabic, both students and parents were not fully aware of its consequences.

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DEDICATION

I dedicate this work to my lovely husband Mourad Barkat. Thank you from the bottom of my heart for all the sacrifice you have made for me and for your help and patience throughout this process.

CHAPTER ONE

INTRODUCTION

Linguistic Background of the UAE

The United Arab Emirates has a diverse cultural and multilingual society. Its official language is Arabic (MSA), which is not used for everyday interactions but is used in academic contexts, such as reading, writing, and formal spoken situations. Arabic is a highly prestigious language because it is associated with the sacred book, the Holy Quran. As a rich language, Arabic has played a significant role in uniting Arabic-speaking people.

Arabic also refers to the different regional dialects which are related to the classical Arabic and are spoken in the different countries throughout the Arab world from North Africa to the Middle East. These spoken dialects are called colloquial Arabic (Mourani, 2004). They are used everywhere in everyday conversations with family members, relatives, and friends. They are not usually written and they differ greatly from the formal language. There are dialectal differences between the North African dialects and those of the Middle East. Speakers from these areas find it hard to converse with each other.

The Arabs in the UAE come from all regions speak and use their dialects for oral informal interactions and use MSA for formal and written communication. Nationalities that reside in the UAE speak the different Arabic dialects. The use of different Arabic dialects is very common among Arab countries and it is known as diglossia (Ferguson, 1971). Arabic diglossia refers to two varieties of the same language being used alongside each other for different functions. For most Arab speakers diglossia is a form of bilingualism. Arabic diglossia makes learning classical Arabic difficult for Arab children because it leads them to learn a language which they have relatively little contact with, as if they are learning two languages (Abu-Rabia, 2000). This diglossic situation contributes to the children's low proficiency in literary Arabic in the absence of effective language programs.

The different ethnic groups that make up the UAE population give the country a unique linguistic diversity (Syed, 2003). This complex language map gave rise to the English language becoming the lingua franca between the different ethnic groups. The fast development of business and communication technology has accelerated this

invasion of English. The growth of English has not only made many companies work through the medium of English but also for English to be a second language in local schools and a medium of education in most private schools. Many people are eager to have an English education for their children, which they believe is the prerequisite to professional and social success since many prominent jobs are associated with proficiency in English (Troudi, 2007).

To satisfy economic and social demand for proficiency in English language, many private English schools were established in the last two decades. These institutions were meant to provide bilingual education for UAE students, especially Emirati students and the different Arab nationals whose parents' main goal was to benefit from developed English programs. These parents were attracted not only by the developed curriculum offered in the English medium schools that are recognized internationally to prepare their children for the competitive environment of college and for challenging futures, but also by the Arabic curriculum provided by the Ministry of Education. The curriculum offers Arabic and Islamic studies that should result in high proficiency in the Arabic language.

However, Arabic language teaching has serious problems in the English language schools. The teaching of Arabic subjects in these institutions suffers primarily from a shortage of qualified and trained teachers and the necessary resources for effective teaching (Afshan, 2009). Afshan explains that in 2008, the Knowledge and Human Development Authority in Dubai started implementing a system of school inspections, which revealed that the majority of schools in Dubai fail to give sufficient priority to students' progress and attainment in Arabic. In fact, Afshan adds that after inspection, three schools which received spectacular inspection results last year by the Ministry of Education could be downgraded for failure to improve teaching in Arabic and Islamic Education. Afshan explains that according to a university professor, this low achievement in Arabic learning is due to the low priority given to Arabic by these institutions. As a result of the heavy criticism from the school's inspections about the low quality of Arabic teaching, an Arabic teacher training system is being proposed in Dubai. He explained that with this year's inspections, many schools will be confronted with strong criticism and will be downgraded if they have not managed to improve their teaching methodologies in Arabic and Islamic Education.

Consequently, Arab students are losing interest in learning Arabic due to the way this language is taught right in their homeland. They are shifting gradually towards the English language that is taught using attractive, relevant, and meaningful teaching materials (Mourani, 2004).

Statement of the Problem

The Arabic language, which has been considered an important symbol of identity and declared to be the official language in the UAE, has been demoted to a second position giving way to English, which is increasingly being regarded as crucial in the job market. This fast growth of English in the UAE has led both private and public educational institutions in the UAE to adopt it as the medium of instruction at all levels. Parallel to this increasing role of English, there seems to be a decreasing use of the Arabic language among young Arabs in the UAE. Young Arabs who attend English schools are continuously challenged by the English language that has marked its presence in almost every home through television and the Internet and in schools through the academic English programs. The presence and use of English has led people to think in English, or at least to use their knowledge of English when using their Arabic to express new concepts (Crawford, 2005). This has had a serious effect on the first language and its maintenance.

In my research, I investigated how English use as a medium of instruction affects the use of Arabic by the young Arab generation in the UAE. The study also investigated parents' awareness about the use of English and its impact on maintenance of the Arabic. The study also looked at how parents perceived the role of English in the future of their children. Students from schools in Sharjah and Dubai in the UAE, as well as some of their parents, were surveyed to answer the questions.

Significance of the Research

This study attempts to explain and evaluate the factors leading to Arabic language loss and maintenance. The importance of the study lies in its attempt to raise awareness among all stakeholders about the positive and negative effects associated with the widespread use of English in UAE society. The findings of the study provide parents who are committed to the transmission of their home language to their

children with reasons why the mother tongue should be maintained in this age of globalization.

Although there has been a lot of research about the importance of maintaining the Arabic language and its significance on people's identity and culture, there has been little research in the Gulf area about the impact of English on Arabic in this region. The findings from this study shed light on both the positive and negative aspects of the impact of English on young Arabs studying in private schools where English is the medium of instruction and the effect of English on Arabic as their mother tongue. The findings of this study also provide educators and decision makers in the educational field with a review of the issues involved in mother tongue maintenance and attrition, or worse its loss, in the age of global English in the UAE context.

Research Questions

This study seeks to answer three research questions. The first research question examines students' use of English with their family members and friends, as well as their perceptions about the impact of their use of English on their use of Arabic to assess the degree to which English has infiltrated personal interactions. The second research question examines parents' awareness about their children's use of English and its impact on the maintenance of their mother tongue, Arabic, in this age of globalization. The last research question deals with the parents' perceptions about the role of English in the future of their children. Specifically, this study addresses the following three research questions:

1. How do students perceive the impact of their use of English on their use of Arabic?
2. To what extent are parents aware that the use of English can impact the maintenance of Arabic?
3. How do parents perceive the role of English in the future of their children?

In order to attempt to answer these questions, a quantitative method was used. The data for the study were collected from the students in five private schools, three in Sharjah and two in Dubai.

Overview of the Chapters

This thesis is divided into six chapters. Following the above introduction, chapter 2 provides an in-depth review of the literature in the field of global English and its impact on mother tongue. Chapter three describes the participants and describes the design of the study. Chapter four reports the findings of the study in detail. Chapter five discusses the findings and analyses the results. Finally, chapter six includes a summary of the results, followed by limitations of the research and recommendations for further research. The appendices include the students' and parents' questionnaires.

CHAPTER 2

REVIEW OF THE LITERATURE

Bilingualism and multilingualism have become essential for social and economic reasons, because many people of diverse cultures live together in many parts of the world. Thus, many children throughout the world are growing up with two or more languages from infancy. Raising successful bilingual children who are fluent in more than one language requires careful learning about bilingual education. Given the spread of English as a result of globalization, many educationalists in the education systems across the world have raised concerns about the effect of English in education on the mother tongue.

Before examining the impact of English on Arab speakers of English, it is important to shed light on some of the issues that are related to both first and second language learning development. The first section in this chapter explores complex issues in bilingual education. Then, the second section reviews the importance of the mother tongue and the different reasons behind language loss. The third section examines the power of English as a global language. In the fourth section, the spread of English in the UAE is discussed, including the attitudes of students towards learning it. The final section reviews the status of the Arabic language and the impact of diglossia on its use in education.

Issues in Bilingual Education

Bilingualism or multilingualism are very common in societies. Bilingual or multilingual people are those who use two or more languages in their everyday lives. Romaine (2000) mentions that “learning to speak more than one language often involves putting together material from two languages. This is part of the normal process of growing up bilingually and acquiring competence in more than one language” (p. 55).

It is commonly understood that there are different degrees of competence among those who speak more than one language. In order for someone to be considered bilingual, he/she needs to have an appropriate functional ability in both

languages. Such control of the two languages is referred to as balanced bilingualism. Balanced bilingualism means that the person uses both languages well in all contexts. However, most bilinguals use each language for different purposes, in different circumstances, and with different people in their everyday lives (Fishman, 1972). There are three types of bilingualism: compound, coordinate, and sub-coordinate. Compound bilinguals learn two languages in the same environment so that they acquire one notion with two verbal expressions. Coordinate bilinguals acquire the two languages in different contexts (e.g., home and school), so the words of the two languages belong to separate and independent systems. In a sub-coordinate bilingual, one language dominates (D'acerno, 1990).

Another distinction is between additive and subtractive bilingualism (Cummins, 2000). Additive bilingualism occurs when the first language continues to be developed and the first culture continues to be valued while the second language is added; and subtractive bilingualism occurs when the second language is added, at the expense of the first language. Cummins (1994) cites research that suggests that students who work in an additive bilingual environment are largely more successful than those whose first language and culture are devalued totally or partially and replaced by a powerful second language by their schools and by their society. This kind of subtractive bilingualism occurs in many parts of the world, particularly among minority communities where the second language is flourishing at the expense of the first language. How bilingualism is viewed by educationalists depends on the social and political status granted to the languages in contact in a particular society. If bilingualism involves high status languages, as is the case of English, it is viewed positively, as an educational advantage, whereas, if one of the languages has a low status, bilingualism is usually viewed as an educational disadvantage (Cummins, 2000).

For these reasons scholars have called for the need to use the mother tongue in the primary stages of education in order to improve the quality of education as well as to preserve the language, and to provide a solid foundation in the students' native language. This approach prepares them better for learning a second language (Baker, 2001; Cummins, 1999, 2000). Cummins (1984) argues for the need to recognize two levels of proficiency in bilingual development, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to

the development of conversational fluency in the second language, which is a language needed to interact socially with other people and is an earlier development. CALP describes the use of language in decontextualized academic situations which include listening, speaking, reading, and writing. The above hypothesis means that a student's ability to converse in a second language (BICS) is not an indicator of his/her ability to engage in academic skills (CALP) in that second language.

This relation between L1 and L2 development is elaborated by Cummins, (2001) in his Development Interdependence hypothesis. He suggests that cross-lingual proficiencies can promote the development of cognitive and academic skills. Cummins states that cognitive and literacy skills established in the mother tongue or L1 will transfer across languages if a minimum threshold of L1 cognitive and academic development is achieved. In other words, reading in L1 can be a source of developing knowledge and literacy in L2, and for continuing first language development. This means that if the threshold of cognitive proficiency in L1 is not achieved, the learner may have difficulties achieving bilingual proficiency. Research has shown that it usually takes at least five years for second language learners to catch up academically to their native English-speaking peers, but conversational fluency in English is often attained within two years of intensive exposure to the language (Cummins, 1999).

Cummins (2001) further argues in his Threshold hypothesis that there are threshold levels of linguistic competence that bilingual children must achieve in both of their languages to take advantage of the benefits of bilingualism. He states that if bilinguals are first exposed to L2 after they have reached proficiency in their L1, chances are they will attain a high level of competence in L2. Furthermore, those children who do not achieve high levels of proficiency in both L1 and L2 are at a cognitive disadvantage when compared to monolinguals and they will have difficulties achieving bilingual proficiency. Such a state is what is often called semi-lingualism, where people are not proficient in either language.

Cummins (2000) deals with the issue of CALP by embedding it in a more advanced theoretic framework of Common Underlying Proficiency (CUP). His work focuses on developing the bilingual learner's CUP in first language such as skills, ideas, and concepts that will be transferred to his/her second language. Cummins visualizes the two languages as two icebergs which overlap and share an underlying

common ground or operating system. The two languages are externally different but are supported by shared concepts and knowledge that come from the learner's cognitive and linguistic abilities. Cummins' theory has gained strong support from many researchers. Krashen (1996), for example, has gathered the results of various surveys from many researchers to support Cummins' theory. Krashen indicates that the data he gathered "provides very strong support for Cummins' contention that a common underlying proficiency exists, and that literacy development in one language provides a clear advantage in developing literacy in any other language" (p. 28).

Importance of the Mother Tongue

The dependence of L2 development on the mother tongue is another area of research that has received a lot of attention. In recent years, linguists and educationists have emphasized the importance of the mother tongue not only for its role in cognitive development but also based on its cultural and socialization role. Language is believed to be the means of socialization into one's culture, the vehicle for transmitting the cultural heritage of the past, reshaping it, and passing it on to the next generations. The mother tongue is usually the language that unites members of a community. They feel comfortable to speak it inside and outside their homes. Through it, they share their ideas, communicate, and express their hopes. It reflects their culture and ethnic background. Pease-Alvarez and Vasquez (1994) state that language is "the means by which children are socialized and culturized as well as the raw data they draw upon for acquiring language" (p. 82). All people have the right to learn through their mother tongue, both orally and in writing, to and use it in many official contexts (Skutnabb-Kangas, 1994). It is very important for children to learn their mother tongue to help them develop confidence and self-esteem, and to shape their unique identity.

There has been a lot of research done to investigate the importance of developing literacy skills in the mother tongue (L1). Many studies confirm that the length of mother tongue medium education is more important than any other factor in predicting the educational success of bilingual students. This can be achieved when the educational environment permits children to study in both their mother tongue and a second language. In this case, a solid knowledge that children gain in concepts, language, and literacy skills in their mother tongue will be transferred to the second

language. This results in both languages nurturing each other and children succeeding educationally (Cummins, 2003).

There are many factors that shape the different attitudes that young students hold about their mother tongue. These factors, which include identity forming, self esteem, and motivation, are influenced by the attitudes of young students and their surroundings (Genesee & Gandara, 1999). For example, in bilingual societies where the second language is dominant, if parents, schools, and the environment belittle the students' language, students might reject their L1 by developing a sense of low self esteem and might feel ashamed of being part of the belittled language and culture (Corson, 2001). Also, if students' language is denigrated by their surroundings, students will lose interest in learning and speaking their own language and let negligence take over (Rivera, 2002), and limited use of L1 in school, at home, and the community results in gradual attrition of the L1 (Kayser, 2000). Instead, students can be motivated to learn and be proud to speak their language when it is upgraded and not restricted to schools only (Cummins, 2001). Cummins believes that the context surrounding the students, including parents and schools can play a major role in reaching the achieved level of performance in L1. He suggests reinforcing the learning of the mother tongue in schools as an additive approach before learning a second language. Otherwise, if children are not proficient in their mother tongue, the chances of them passing it on to their own children are very little (Dunbar & Skutnabb-Kangas, 2008). This eventually leads to language loss.

How Languages Are Lost

Language loss happens gradually when communities choose another dominant language instead of their own. It usually happens in bilingual societies where the mother tongue coexists in a state of competition with another dominant language used as a language of instruction, which may diminish the role of the mother tongue in use and may lead to its gradual shift and displacement or its attrition. Language attrition refers to partial loss of a language, or death of a language, whether by a declining use of mother tongue skills or replacement by another dominant language. Language shift is closely related to language attrition, semi-lingualism, language death, and also language change through learning a dominant language (Kouritzin, 1999). Today, languages are being destroyed faster than ever before in human history. Fishman

(1996) believes that if people lose their language “they would lose a member of the family, an article of faith, and a commitment in life and those are not little things for people to lose” (p. 83). Due to its significance, language loss has been studied in numerous contexts, among different ethnic groups by looking at its causes and consequences.

There are several factors that have been advanced by researchers as contributing to language loss. First, the age of introduction of a second language to the child appears to be one of the crucial factors in which mother tongue attrition or loss begins. Because children's mother tongues are easily damaged and lost in their early years of school, Fillmore (1991) found that the younger the children are when they begin schooling the greater the impact of English is on their first language, and the greater the degree of language loss is. In such a situations, children gradually shift to the second language until they cease to use their mother tongue (Fillmore, 1991).

Alba, Logan, Lutz, and Sults (2002) conducted an in-depth analysis of language loss among third generations of immigrants in the US (Chinese, Cuban, and Mexican children). Their results show that, historically, immigrant groups have had very low rates of language retention. They concluded that “in all the groups that we could examine, the majority of third and later generation children speak only English at home” (p. 480). They added that for those groups, the percentages of young children speaking only English at home are very high (90%-95%). Second, education in a second language appears to be one of the main factors of language attrition or language loss. This happens when parents decide to choose a dominant language for their children’s education because they perceive an economic or educational advantage and a better future for their children. Often these parents encourage learning a second language and neglect their mother tongue.

The third factor is related to education policies that impose a dominant language in schools for teaching. In these contexts, children entering schools adopt the majority language and no longer need or study their first language (Pan & Gleason, 1986; Skutnabb-Kangas, 2002). Skutnabb-Kangas (1990) notes that “one of the most successful means of destroying or retarding languages has been, and remains, education” (p. 6). Such forms of subtractive education to which children who attend English medium schools are subject results in very serious and often permanent harmful consequences in their L1. This happens when young children start learning

concepts and literacy skills at school through a second language. Eventually, not only will children not gain access to cognitive, academic, and language development in their mother tongue, but also children will be given the impression that their mother tongue is not valued. In such situations where the second language is a powerful language, as in the case of English as a global language, even if children have receptive skills in their mother tongue, they will use the second language in speaking with their peers and siblings and in responding to their parents. This will lead to mother tongue stagnation and lack of proficiency in neither the mother tongue nor the second language (Kayser, 2000). Also, when children grow older without literacy skills in their mother tongue, they fail to gain a deep understanding of it and lose the ability to use it effectively (Cummins, 2003).

Fourth, political and economic factors play a major role in destroying a language. Very often, policy makers choose to emphasize a dominant language at the expense of the mother tongue because of economic or political reasons. The role of these factors is stressed by Sridhar (1994) who states that minority languages can be wiped out when societies come under the economic or political power of a more dominant language. He believes that “sometimes even languages with literary traditions meet the same fate” (p. 630). A good example of this situation would be the fate of Arabic in the UAE. Some researchers have discussed language as a market commodity. If a particular language does not sell, it is eventually expected to gradually lose its market share. When a language is not used for business and trade, it will not prosper and it will be replaced by a more powerful language in the market. This leads to language shift (Fakuade, Gambo, & Bashir, 2003). Sridhar (1994) states that “as long as language policy is purely market driven, weaker languages will be swallowed by dominant ones” (p. 630). In other cases, language loss can occur gradually through the integration of speakers into other cultures as in the case of immigrants. In some underdeveloped countries, local languages drop out of use as a result of the language having few speakers and a weak political status. This is the case in many African countries, where tribal languages are fast disappearing.

Mother tongue attrition or loss can create psychological and affective problems for many immigrant children who find themselves frustrated and not able to communicate effectively with their relatives, separated from peers in the old country, and sometimes humiliated in front of visitors to the home (Cummins 2000; Fillmore,

1991; Hinton, 1999). Based on a survey of over 600 adolescents from immigrant families in the United States, Tseng and Fuligni (2000) explain that adolescents who do not communicate with their parents in their mother tongue tend to be emotionally distant from them and less probable to engage in discussions with them than other children who share the same language with their parents. Consequently, in homes where parents and their children do not communicate in their mother tongue, communication is often limited because they do not share a common language. This may have a negative impact on the closeness and intimacy between parents and children and may lead to deterioration in family relations. This situation also prevents parents from transmitting to their children values, beliefs, and understanding, necessary tools for learning and development (Fillmore, 1991).

Mother Tongue Maintenance

The idea of mother tongue maintenance is considered to be fundamental by educators to prevent language loss. Sridhar (1994) believes that all languages have to be “maintained” (p. 628). In bilingual communities, the political motivations of governments are crucial in determining their choice of linguistic policy (Gupta, 1985). Policy makers can play a successful role in maintaining and promoting their home languages. This success can be achieved by providing and supporting a high quality education system for all children in their home language. They can provide good learning environments where quality teachers, updated books, curricula, and methodologies are available in every school to ensure effective knowledge of the children’s mother tongue. Schools’ success is determined by the quality of the teachers chosen to implement the curriculum. In addition, bilingual teachers with the same linguistic and cultural backgrounds as their students have proved to be more effective in fulfilling their students’ needs (Rivera, 2002).

Research has shown that bilingual education programs that are properly established and correctly run provide successful bilingual literacy in both mother tongue and second language (Cummins, 2000; Krashen, 1996). Also, policy makers have the power to make people have positive attitude towards their home language by providing good opportunities for competitive jobs where the mother tongue is practiced and highly respected.

Parents

Research strongly supports parents' involvement in children's education (e.g., Epstein, 2005). In bilingual communities where a second language is the medium of instruction, parent involvement in children's lives is critical in facilitating their development, including greater academic success in bilingual programs (Baker, 2001; Genesee, 1999). Parents who enroll their children in schools where a second language is the medium of instruction need to take part of the responsibility (Fillmore, 2000) in maintaining their children's mother tongue for many reasons: to preserve their children's cultural and religious heritage, to strengthen family relations and moral values and to improve their children's first language literacy skills to have a better bilingual education. Children's whose parents are involved in their education, regardless of family background or income, are more likely to earn higher grades, show improved behavior, and be proud of their identity (Henderson & Berla, 1994). Parents should make sure that good opportunities are provided for children to attain a mature command of their first language at home whether or not their first language is supported by the school. The more children are exposed to their heritage language the more likely they are to make active use of it (Guardado, 2002).

Parents' attitude towards their children's mother tongue effects the children's education achievement. Their involvement and encouragement can influence them to have positive attitudes towards learning their mother tongue. They can increase their children's self-confidence and pride about who they are and help them practice their culture. They can provide resources to support their involvement in learning their mother tongue (Basterra, 1998). In fact, the positive attitude that children hold for learning their mother tongue results from the power of the relationship between them and their parents, and to what extent they are affiliated with their identity and culture (Brown, 2000).

Parents should work with teachers to neutralize any negative effect on children's attitudes towards their first language. They need to be alert of any emotional experiences children may go through about feelings of inferiority and treat them gently by giving more support and make them feel proud about their one's own language, culture, and identity (Fillmore, 2000). Parents who are interested in maintaining their home languages and who participate in their children's school activities are often responsible for the success of the heritage-language. A first

language survives in society through cooperation between parents, school, and the community. Consequently, children gain confidence in themselves and pride in who they are, and they succeed in their learning process.

Parents believe that proficiency in the English language “has always been an important factor for new university graduates in securing employment” (Qian, 2008, p. 100). Porter (1990) states, "Many parents are not committed to having the schools maintain the mother tongue if it is at the expense of gaining a sound education and the English-language skills needed for obtaining jobs or pursuing higher education" (p. 8). Often, parents mistakenly believe that children have the capacity to learn only one language well, thus dismissing evidence that children have the capacity to acquire several languages well, provided they have the opportunities to use all of them equally.

In the UAE, English is being increasingly used as a global language in many domains due to the economic, cultural, and social effects of globalization, and it is also being accepted as the common language among the different ethnic multilingual communities. Also, most private schools in the UAE are using English as a medium of instruction from kindergarten to high school, and most universities also are using English as the medium of instruction. This extensive use of English may cause serious threats to the use of the Arabic language among future generations in the UAE.

Global English

The prevalent use of English in the UAE and elsewhere in the world is often associated with the process of globalization. There are many definitions of globalization. Waters (1995) defines it as “a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding" (p. 3). Others consider globalization to be a particular type of universalization, where the social structures of modernity, capitalism, industrialism, and urbanism are, all over the world, destroying pre-existent cultures (Scholte, 2002). Many argue that globalization is McDonaldization and Americanization of the world. It is a form of political and economic power of dominant industrialized countries over the less powerful populations, in which the former continue to impose their language of economic exchange (Crystal, 2000; Phillipson, 2003; Romaine, 2000; Skutnabb-Kangas, 2000). Tomlinson (1999)

believes that globalization “affects people's sense of identity, the experience of place and of self in relation to place” (p. 20). One of the major results of globalization is the extraordinary spread of English as a global language where English has become essential to development.

Kachru, Kachru, and Nelson (2006) define global language as “a tongue which has moved beyond its nation, to become “international” (p. 352). English has been growing fast because it is increasingly being used as a lingua franca by most people around the world. Crystal (2003) believes that nearly a quarter of the world’s population is already fluent or proficient in English and no other language can compete with English, not even Chinese. He also states that, now, English is spoken all over the world (as a first, second, or foreign language) more than any other language and is “recognized by more countries as a desirable lingua franca than any other language” (p. 54). This widespread use of English makes it, as Kachru (1982) describes it, “the most widely taught read and spoken language that the world has ever known” (p. 9). English has become the main channel of interaction among its nonnative users (Kachru, 1992b). This dominant role of English has been attested and recognized worldwide. Its spread is due to the fact that many people are learning it rather than nonnative speakers of English are migrating to English speaking areas (Seidlhofer, 2002b).

There are three kinds of English speakers in the world, those who speak it as their first language, those who speak it as a second language, and those who learn it as a foreign language. Crystal (2003, p. 60) elaborates on Kachru’s 1985 classification of these three types as inner, outer, and expanding circles of the spread of English around the world. The inner circle is made up of so-called native speakers, typically born in the US, Canada, the UK, Ireland, Australia, or New Zealand. In theory, those in the inner circle speak what is known as Standard English. The outer circle consists of those countries with a history of British colonialism, such as Singapore, India, Malawi, and over fifty other countries. The expanding circle in the model is made up of countries where English is learned as a foreign language, such as China, Japan, and the countries of Continental Europe.

English would not have achieved such a global status without meeting the criteria of dominance and supremacy. Crystal (2003) asserts that a language reaches “global status” (p. 3) when it serves as the priority foreign language all over the

world. Svartvik and Leech (2006) believe that English became the first global language because it has benefited from “three overlapping eras of world history” (p. 227). The first era was the imperial expansion of European powers that spread English along with Spanish and French. The second era was the technological revolution which began with the industrial revolution and later continued with the electronic revolution in which English speaking countries, Britain and the US, took the lead. The third era has been globalization.

This expansion of the English language has led it to become a medium of instruction in schools in many countries, and it has affected people’s attitude towards it. This attitude is felt in people’s motivation for learning English. Today, English is heavily used as a common language by people from different languages. Furthermore, since the mid 1970s, English for Academic Purposes (EAP) has grown to become a major force in English language teaching and research (Jordan, 1997). This growth is reflected in the increasing number of universities offering EAP courses to native and nonnative speakers of English. This is because “English language proficiency has always been an important factor for new university graduates in securing employment” (Qian, 2008, p. 100). According to Qian, the more proficient in English a young graduate is the better job he/she will get.

Pennycook (1994) argues that language is always taught in a political context and any decision to use a certain language supports the existence of a given cultural environment. Phillipson (2001) believes that globalization policies serve to ensure that the dominance of English is maintained worldwide, including through the promotion of the language by government agencies of both the United Kingdom and the United States. Wood (2001) believes that English is the international language of science because scientists who want to become recognized and successful must write in English. That is why researchers view English as a hegemonic tool that dominates the world of academia. This is because of its dominance in scholarly publication and its spread in higher education which have been at the expense of other languages, whose role in academia is diminishing (Phillipson, 1992). Pennycook (1998) worries about the moral implications of English teaching around the globe in terms of the threat it poses to indigenous languages. According to him, “We should be acutely aware of the implication of this spread for the reproduction and production of global inequalities” (p. 87).

In many ex-colonies of Britain including India, Hong Kong, Singapore, and Malaysia, English is still the language of educational advantage and elite social status. In the case of Hong Kong, which aims to become the most cosmopolitan city in Asia, Evans and Green (2003, cited in Qian, 2008) note that any decline in the use of English in education and in the workplace might weaken Hong Kong's status as a leading international center of business and finance. Individuals who are knowledgeable and capable of using the modern information system are desirable for work on a global scale. Like Hong Kong and Singapore, the UAE aims to take part in this global economy. The global economy and free market dominated by international companies are found all over the UAE. This may explain the dominance of English used in business in all transactions. Most people in the UAE feel the need to know English despite the fact that the Arabic language is strongly tied to religion and tradition in UAE society.

The UAE Context

The UAE, like the other Gulf countries, has witnessed remarkable transformation in all aspects of socio-economic and political life in a short period of time (Bahgat, 1999), and this rapid development has been made possible by an influx of an expatriate population. Martin (2003) reports that in 1968, United Arab Emirates (UAE) nationals made up 63% of the population, but by 1975 after the discovery of oil, only 36% were nationals. Recently, the British Council (2007) has estimated that among the 5 million people living in the UAE only 20 percent are UAE nationals; the rest are mostly foreign workers, predominantly from South and Southeast Asia (around 60 percent). The remainder of the expatriate population includes a significant number of other Arabs (Palestinians, Egyptians, Jordanians, Yemenis, Lebanese, Iraqis, and Omanis), as well as many West Europeans. There is also a sizable community of Iranians. Such an influx is due to the foreign expertise needed to manage the oil wealth and the development of the country. This diversity of the population has resulted in many languages being spoken in the UAE. Syed (2003) notes that the most common languages are Arabic, Urdu, Hindi, Malayalam, and English, with English dominant, although Arabic is the official language. According to Constantine and Al Lawati (2007), there are approximately 200 nationalities in the UAE.

The rapid development of business and communication technology has precipitated the predominance of English. Zughoul (2003) observes that the foreign nationals who live and work as business people, accountants, skilled laborers, government employees, and company employees, do not feel the need to speak, or learn a single word in Arabic, which is the official language of the country. This encroachment of English upon Arabic in all domains has led Martin (2003), who has been an English instructor in the UAE, to state that the "foreign population threatens to undermine both culture and language" of the UAE (p. 52).

In the UAE society today, English is used as a matrix language (Meyers-Scotton, 1993) among the different linguistic groups. It is used at all levels. "It is even used at home" (Al Mansoori, 2001, cited in Troudi, 2003, p. 4). Its usage is obvious not only as a medium of instruction in education, but also in mass media and communication technology, such as satellite TV stations, computers, and the Internet. Knowledge of English has become the key to better jobs, especially in the private sector (Zughoul, 2003). That is why everyone feels the need to learn English. The use of English is becoming necessary in some places, such as hospitals and private companies, to the point that Arabic occupies a secondary status. This important role of English explains the increasing focus on using English as a medium of instruction in UAE schools.

While in the western developed countries the process of modernization has evolved gradually over centuries, Syed (2003) notes that in the Gulf, the process of modernization has been compressed to decades by moving from "ill-equipped huts to laptop universities" (p. 338). In particular the pace of growth in education has been exceptional. According to Syed, the contextual framework of the Gulf and its rapid change in development has taken place at once and at all levels, resulting in little time for reflection and adjustment which has "had a serious impact on the overall planning implementation, and management of language programs" (p. 338). Because policy makers in the region tend to link English to modernization, it has been aggressively taught in schools at all levels.

English has become the language of science and technology and its spread is very obvious in the field of higher education across the universities in the UAE. Zughoul (2003) points out that English is used as a medium of instruction in the Higher Colleges of Technology, Zayed University, and the Institute of Petroleum

Studies in addition to all public and private universities. In addition, English has also achieved a high socio-economic status and prestige among all residents. Most parents who can afford it are keen to send their children to the mushrooming private and international schools that start English instruction from kindergarten. People are more and more eager to have an English education which they believe is the prerequisite to professional and social success. This embrace of English has several consequences for the individual and society. Young learners of English tend to adopt the culture along with the language. This is shown from their western life styles, the way they dress, their celebrations of Christmas, Thanksgiving, and Valentine' Day, the kind of music they listen to, the books they read, etc. All this may affect the way they think and their attitude towards their own language and culture. Kuroda and Suzuki (1991) note that there is a definite change in students when they acquire another language in the sense that it opens up another view of the world, the acquisition of a new culture with its explicit and implicit dimensions.

In his 2006 study of 340 UAE university students, Charise (2007) found some ambivalence regarding the perception of the English language as the primary medium of university study. 50% of the students surveyed said they preferred to be taught in English rather than Arabic, while only 22% indicated a preference for Arabic and 28% preferred both Arabic and English. On the other hand, at Zayed University where the medium of instruction is English, Rabie and Haleem (2008) state that surveys of employers and alumni revealed that "certain employers, such as government and civil service, were unhappy with the lack of Arabic language skills of Zayed University graduates" (p. 3), which led to the establishment of some Arabic courses in the curriculum. Also, due to the fact that the Arabic language is being marginalized in the English private schools and universities in the UAE, some voices are being raised about the risks of such educational policies on Arabic language maintenance and development.

Attitudes towards English Instruction and Learning in the UAE

It is generally understood that individuals' attitudes towards foreign languages are influenced by social, economic, and political factors. In the UAE, the spread of English in education has been made more rapid as a consequence of decisions taken by the government, private institutions, and individuals. English is taught everywhere.

It has moved from being a foreign language, taught as a subject in school, to being a second language, i.e., a medium of communication in society (Gradol, 1997).

Although there has been a tremendous expansion in the educational facilities in the Gulf to develop bilingual education and biliteracy in both Arabic and English, the quality of education is still not as good and rewarding as it should be given all the investments made in this sector (Martin, 2003; Mourani, 2004; Syed, 2003). In public schools, Arab learners of English encounter problems in both speaking and writing. They lack necessary vocabulary in English to engage in authentic communicative situations. Syed (2003) identifies many reasons for these problems. They include "student motivation, literacy, underachievement, reliance on rote learning and memorization, and dependence on high stakes testing, coupled with outdated curricula and methodologies, insufficient support systems, and not enough qualified teachers" (p. 337). Syed also believes the contracted expatriate teachers "have little impetus to innovate or initiate change" (p. 339). Although, Syed acknowledges that "foreign teachers bring diversity into the classroom" (p. 338), he notes that the "linguistic and cultural distance between learners and teachers is a serious factor in the Gulf ELT classroom" (p. 339).

Motivation is an important predictor of success in second language learning. Martin (2003) questions UAE students' motivation to study because all their needs are easily answered. He notes, "In a world where wealth is not an issue and all consumer goods are available, where every aspect of work can be farmed out to someone from somewhere else who really needs to earn money, where is the incentive to study? To gain what?" (p. 50). Moreover, according to Martin, students are being taught with an "ineffective curriculum coupled with dull texts" (p. 50). Their attitude towards learning led Richardson (2004) to argue that UAE and other Arab students "prefer prescriptive learning environments where they are told exactly what to do and directed along a single path" (p. 432). She also notes that UAE students are not used to being autonomous learners and that they are not ready to change their behavior. According to Richardson, the reason behind the resistance to change lies in their resistance to take responsibility for their own learning which dates back to "their previous experience in local Arab primary schooling where passive learning and memorization of texts is the expected way of learning" (p. 432). She argues that it is the schools responsibility to break such a routine of thinking to train students to be

active learners. This can be done by providing qualified teachers and resources required for effective teaching.

While students in local schools in the UAE have problems learning the English language, students in the private English schools encounter problems in Arabic literacy skills. Private English schools are available everywhere in the UAE due to many factors: (a) the heavy demand of the economic market for employees with proficiency in the English language, (b) the number of expatriates' children who are not allowed to attend the public schools, (c) the universities' requirement for students to have high English proficiency, and (d) UAE parents who seek a better educational program and better future for their children given the poor reputation of public schools. As a result, many UAE parents are transferring their children to English schools looking for better quality education. They are seeking effective bilingual programs in developing their children's biliteracy in both English and Arabic. Parents want their children to be proficient in English because, according to the economic market in the UAE, prominent jobs are associated with proficiency in English (Troudi, 2007). Also, they want their children to exploit new opportunities abroad. Another reason why many parents enroll their children in the English private schools is that they believe that these private international schools are being accredited by recognized international agencies and managed from the US, the UK, or Canada. Parents believe that these schools can provide their children with an education that is close to what is delivered in those countries. Also many parents are hoping that their children will receive good educations in Arabic language skills.

Even though these English schools are expected to offer bilingual programs that promote both English and Arabic, Arabic is taught only as a subject and children have limited skills and knowledge in reading and writing. Also, children in these schools are required to speak English only everywhere inside the schools and many students even speak English during the Arabic classes. This is because students are from different countries and speak different languages and dialects and English has become very much a lingua franca even among Arabic speakers. There is no indication that students have positive attitudes towards Arabic language learning. Often, many Arab students speak English better than Arabic, if they speak Arabic at all.

Arabic as a Threatened Language

A language is strong and powerful if it is used by its users in all domains. Altwajri (2004) believes that “the power of a language derives from the power of its speakers” (p. 15). According to him, a language is prosperous and widespread if its community is getting stronger, and making progress in cultural, literary, and scientific development as well as in social, political, and civilization domains.

In the UAE, Arabic is threatened right in its homeland by the creeping in of English in all aspects of life. Zughoul (2003) argues that in the Gulf region, the spread of English can be seen in education, media, communication, and all areas of life including music, entertainment, business transactions, the Internet, and television. The American ways of living are noticeable in every Arab urban center. However, Zughoul recognizes that “despite the hegemonic and imperialistic nature of English, it is still badly needed in the Arab world for the purposes of communicating with the world, education, acquisition of technology and development at large” (para. 2). Kuroda and Suzuki (1991) note that “English is the most common foreign language spoken in the Arab world” (p. 23). Moreover, Dahbi (2004) argues that “the spread of English is getting out of hand in a way, because English is now the native language or the main school language of a very large and fast growing Muslim population all over the world” (p. 629). This is due to the weakness of the Arabic language, its inability to assert itself and to control the flows of information (Barnes, Harrison, & Kamphuis, 2007). According to Altwajri (2004), the status of the Arab countries in this historical phase does not give the Arabic language a big chance to become prominent, and many studies seem to support this claim. In addition to the English threat, Arabic maintenance is threatened from within.

Badry (2004) states that “Arabs feel they are one nation because they share what they consider the same language, the transmitter of their common culture and common past” (p. 12). Badry (2007) believes that giving more importance to learning English may endanger “mother languages” (para. 2). According to her, if people do not use their native languages for different functions, they will disappear. She also stresses that people who learn English because it is the global language should maintain their languages which are part of their civilization. As she states, “Just as we don’t want to see species disappear, we do not want to see languages disappear.”

Constantine and Al Lawati (2007) believe that English has become the first language choice of many people and it is the parents' responsibility to teach their children their native language first; otherwise they will lose it. Badry (2007) argues that in the Arab world, students' identity and ways of thinking may have been affected by the English language dominance in a way that is moving them away from belonging to their own culture. Her studies reveal that increasingly young Arabs, particularly those from urban and elite social classes, are losing their ability to think and produce knowledge in Arabic.

Unfortunately, the main focus of the English schools in this region is loyalty to English learning without taking into account the students' needs for quality education in Arabic. In the end, students will be blamed for their low achievement in society. It is important that policy makers, educators, parents, and the whole Arab community should work together to promote the status of Arabic in these schools to give a chance to Arab learners to gain high academic standards in their first language. This will eventually strengthen their cognitive skills, confidence, and self-esteem and help them learn other languages.

Arabic Diglossia

Another factor which is contributing to the weakening of Arabic literacy is its diglossic situation where spoken Arabic is different from literary Arabic. Arabic diglossia refers to two varieties of the same language being used alongside each other for different functions. Modern Standard Arabic (MSA) is used in reading, writing, and formal spoken situations, while colloquial Arabic is used for speaking. Badry (2004) states that "the linguistic situation in every Arabic speaking country is characterized by diglossia where literate speakers select from several varieties of Arabic depending on the setting, interlocutors, and occasion of the communication" (p. 10). In diglossia situation many regional dialects are used, and classical Arabic serves as a lingua franca (Mourani, 2004); for most Arab speakers diglossia is a form of bilingualism. There is a growing concern among Arab educators that low proficiency in literacy is due to this diglossic situation. Acquisition of the basic Arabic skills in early stages is difficult for children who will have to learn two languages. This puts Arabic education under great pressure. Abu-Rabia (2000) states that Arabic children are taught literary Arabic in school, which differs from their

spoken Arabic in vocabulary, phonology, syntax, and grammar. This means that children are learning a language which they have relatively little contact with, and a language which they are not going to use outside the classroom. Abu-Rabia believes that reading difficulties in Arabic in elementary schools may be explained by this diglossia. In his study, Abu-Rabia compared the reading comprehension performance of first and second grade children who had been experimentally exposed to literary Arabic throughout their preschool period with the reading performance of a parallel control group. He found that the early exposure of Arab preschool children to literary Arabic enhanced their performance on reading comprehension tests two years later.

Another reason for the deficiency of the Arab educational system at large is that the public schools in many Arab countries use old-fashioned and inflexible methods of teaching, based on lecturing to large numbers of students, rote memorization, and severe testing (Mourani, 2004). Mourani believes that the problem is further aggravated by the “absence of language laboratories, limited accessibility to technology [and] absence of pedagogically sound and attractive educational materials, ranging from textbooks and other instructional aides to supplemental audio-visual technology” (para. 7). These factors make the Arabic language hard to be learnt by young children and leads to its displacement. Moreover, Mourani suggests that English teaching in the Arab World can be beneficial to the Arabic language and may offer solutions to the problem of Arabic diglossia, especially in the case of younger children, by using creative approaches, attractive techniques, and relevant materials used in English teaching with the omnipresence of technology, computer applications, and attractive games.

Conclusion

The above literature review attempted to clarify issues in bilingual education, the relationship between L1 and L2, and why L1 should be stressed in order to encourage additive bilingualism. It looked at how researchers value the mother tongue and how they think it should be taught to children at an early age. It also talked about how languages are lost, the reasons behind mother tongue loss or attrition, and the psychological effects of this on children. Furthermore, it explained how the mother tongue should be maintained, especially in bilingual societies where sometimes the mother tongue is in a state of competition with a dominant language, which may

result in mother tongue attrition if it is not maintained properly. It also discussed what the literature has said about the dominance of English in education and many other domains which has led to its expansion worldwide. This global status of English has led it to become a medium of instruction in schools in many countries. It examined the case of the UAE where English is spoken everywhere and is taught as a medium of instruction in many private schools, whereas Arabic, which is the official language of the country, is taught as a subject in these private schools. Unlike English which is taught using creative approaches, attractive techniques, and relevant materials, Arabic is taught in an old-fashioned way using inflexible methods of teaching, based on rote learning and severe testing, in a context characterized by diglossic bilingualism (Mourani, 2004). This is a situation which makes it difficult for young Arab learners to acquire Arabic easily and decreases their use of it.

This literature review helped me orient myself and understand why the youth today are greatly influenced by the strong impact of English and how they are being exploited by it. I have chosen the private schools where English is taught as a medium of instruction and Arabic is taught as a subject to investigate the influence of English on students who are constantly exposed to English. The literature helped me understand the status of Arabic, as compared to English in education, why students prefer to speak English, and why they are no longer interested in learning Arabic. It made me understand that mother tongue shift or loss is a shared responsibility between policy makers, schools, and parents.

CHAPTER 3

METHODOLOGY

The purpose of this study was to investigate the following three questions regarding the impact of global English on the maintenance of Arabic in the UAE:

1. How do students perceive the impact of their use of English on their use of Arabic?
2. To what extent are parents aware that the use of English can impact the maintenance of Arabic?
3. How do parents perceive the role of English in the future of their children?

In order to answer these questions, a quantitative method was used. The data for the study were collected from students and their parents. The first group comprised students, who were all native speakers of Arabic residing in the UAE and studying in English-medium schools. The second group consisted of the parents of those students who answered the questionnaire. In this chapter, I shall present a brief description of the schools attended by these students, the participants, the design of the instruments, and the methods used to collect data.

Background Information on the Private Schools in the Study

The study was conducted in five private schools in the UAE, three in Sharjah and two in Dubai. The schools in Sharjah were the International School of Choueifat, the School of Creative Science, and Wesgreen International School. The schools in Dubai were the School of Research Science and Westminster School. I chose these particular schools to gain access to students between the ages of 13 and 16 who had studied in English-medium schools since grade one, and also had studied Arabic as a subject since grade one. I wanted to see the effect of the English medium of instruction on the mother tongue of these students who had spent at least eight years in these English medium schools. I wanted to see if there were differences between middle school (13 and 14 year old) and high school (15 and 16 year old) students' use of English and Arabic. I collected data from grade eight, nine, ten, and eleven. They were 250 copies, but when I classified the responses according to age, I realized that the 13 year old students' responses were not reliable. Most of the students did not

answer the open-ended questions, and the few students who did used only yes, or no as answers. Then, I eliminated the 13 year old responses, a total of 36 copies.

The private schools in the study are perceived as bilingual schools although all subjects are taught in English except for Arabic, Islamic studies, and social studies, which are taught in the Arabic language. All participating schools are based on the National Curriculum for England or an American model. Moreover, the English curriculum is designed by native speakers and the Arabic curriculum is provided by the UAE Ministry of Education. The majority of students in these schools come from a variety of Arab countries, namely the United Arab Emirates, Syria, Lebanon, Iraq, Jordan, Palestine, Egypt, Sudan, and Libya, as well as a small minority from North Africa. Teachers in these schools are native speakers of English or Arab expatriates who speak English as a second language. They are all bachelor degree holders.

Participants in the Study

Students

The total number of student participants was 214, with 136 boys and 78 girls. Among these students, 80 (43 boys and 37 girls) were age 14 and were in the 9th grade. The other 134 students (93 boys and 41 girls) were high school students age 15 and 16. The 214 students were all from Arabic speaking families. The students came from four different regional backgrounds, usually associated with dialectal differences in spoken Arabic. They were classified according to their Arabic dialect (AD) into the four groups shown in Table 1.

Table1: Distribution of students according to their dialectal regions

Students	AD	Percentages
AD1: Levant group: Syrian, Jordanian, Iraqi, etc.	95	44.4%
AD2: Gulf Arabic	75	35.0%
AD3: Egyptian, Sudanese, Libyan	39	18.2%
AD4: Moroccan, Algerian, Tunisian	5	2.3%
Total	214	100%

Sixty-nine of the students were from Wesgreen International School, 50 were from Choueifat, 30 were from the School of Creative Science, 47 were from Westminster School, and 18 were from the School of Research Science. Most of the

students were originally from the Gulf region, Syria, Lebanon, Jordan, Iraq, Palestine, Egypt, Sudan, Libya, Morocco, Algeria, and Tunisia. In addition, some students came from English speaking countries such as Britain and the United States. They were born and lived there, and a few of them even started school there, and then they moved with their families to the UAE. The diversity of these groups reflected the multilinguistic and cultural groups that reside in the UAE. The 214 student participants were classified according to their age and gender as presented in Table 2.

Table 2: Distribution of students according to age, ethnic background, and gender

Ages	AD1	AD2	AD3	AD4	Total
14 year old boys	19	11	12	1	43
14 year old girls	16	17	4	0	37
15-16 year old boys	42	29	20	2	93
15-16 year old girls	18	18	3	2	41
Total	95	75	39	5	214

Parents

Parents of the students who filled out the questionnaire were also invited to participate. All of them were native speakers of Arabic. They came from different Arabic backgrounds. They spoke a variety of regional dialects and most of them were bilingual or multilingual. Most of them were well-educated people with high status occupations, such as doctors, managers, businessmen, teachers, pilots, and engineers. All of them had lived in the UAE for at least five years. Fifty-two parents were from the AD1 (Levant), 14 parents were from the AD2 (Gulf), five parents were from the AD3 (Egypt, Sudan, and Libya), and two parents were from the AD4 (North Africa). Fifty-two percent of the students' parents who responded to the survey were Syrians, Lebanese, Jordanians, Iraqis, and Palestinians; 14% were from the Gulf; 5% were Egyptian; and 2% were Moroccan, Algerian, and Tunisian. The 73 parent participants were classified according to their regions and their children's schools as presented in Table 3.

Table 3: Distribution of parents according to their children's schools and ethnic background

School	AD1 parents	AD2 parents	AD3 parents	AD4 parents	Total parents
Wesgreen	7	2	0	0	9
Creative Science	9	8	3	1	21
Choueifat	29	2	0	1	32
Westminster	7	0	2	0	9
Research Science	0	2	0	0	2
Total	52	14	5	2	73

Procedures

To administer the questionnaire to the students, I contacted the selected schools and visited each school in Sharjah and Dubai which accepted to be included in the study many times. During my visits, I met with the heads of the schools, presented copies of the survey and an introduction letter from the head of the English Department at the American University of Sharjah, and explained to them the purpose of the study. Some of them were very interested in the study and asked for a copy of the results.

In Choueifat School, the principal referred me to Mr. Matthew Etchells, the academic quality controller of students in grades seven, eight, and nine. The principal chose to give the students the survey which took four weeks. Mr. Etchells gave the survey to different groups of students during their class activities. I explained to Mr. Etchells that I was interested only in speakers of Arabic, but if the class included non-Arabs they could participate. I did not include the non Arab students' responses in the study.

At Wesgreen, I was given a chance to administer the survey myself to both boys and girls during their class activities. I gave the survey in the girls section during their once a week class activities, and the following week I gave it to the boys. Most of the students were UAE nationals, and only a few students were non-Arabs. I explained to all participants the concept of the study and how to respond to the questionnaire.

In the Creative Science School, I administered the survey in the boys section only, whereas in the girls section, the supervisor gave the girls the questionnaire. Many students who filled out the survey were non-Arabs so I had to eliminate many copies.

In Dubai, I administered the survey in Westminster School in the boys section, whereas in the Research Science School, the principal gave the questionnaire to the English teacher to give it to the students during their class activities. All students responded to the questionnaire's open-ended questions in English. Although different people administered the survey, the results of the study were consistent.

The 214 parents' questionnaires were sent to the parents through their children, but only 73 copies were collected from the schools. Twenty-eight copies were filled out by fathers, and 45 were filled out by mothers. There were 32 copies from Choueifat, 21 copies from Creative Science, nine were from Wesgreen, nine were from Westminster, and two were from Research Science. Thirty-three parents responded to the open-ended questions in English, while 40 parents responded in Arabic. All responses in Arabic were translated into English for the purpose of the study.

Design of the Instruments

Students' and Parents' Survey

The main tools utilized for data collection in this study were a 25 item survey for students (see Appendix A) and a 23 item survey for parents (see Appendix B). The questionnaires were in English, and they were translated in Arabic with the help of an MA TESOL linguist candidate who was skilled in both Arabic and English and took a few courses in translation. The translation was also checked through piloting the study to make sure the language was clearly understood. I translated the survey to avoid misunderstanding of the questions and to have more accurate responses. Participants were free to choose the language in which they preferred to respond. I tried to make the questions as precise as possible to elicit responses that would answer my research questions. The two questionnaires had a common focus on participants' linguistic practices and attitudes towards the two languages, Arabic and English. I wanted to know how students perceived the impact of their use of English on their use of their mother tongue, Arabic. Also I wanted to investigate the parents' awareness of this impact and their role in the maintenance of their children's mother tongue. Both questionnaires had two parts, closed-ended statements and open-ended questions. They consisted of three pages each.

Students' Survey

The first page of the students' questionnaire contained the purpose of the study. It also had questions about the participants' age, gender, nationality, number of languages they use, and the number of years spent in the UAE. Students were asked to tick what was appropriate to them. The first and second questions were scale questions and contained five statements each designed to show the extent of use of English and Arabic with different people. On the second page, the third question contained 11 statements with a scale of three responses (definitely, somewhat, and not really). These were designed to elicit students' use and feeling towards both Arabic and English. Also, I wanted to know the effect of English use on both the students' mother tongue and their cultural identity. In addition to that, I wanted to know how the students felt about losing or maintaining their mother tongue. The last page of the survey contained four open-ended questions that gave the students the opportunity to express freely their opinions about their linguistic practices and attitudes towards their native language and English.

Parents' Survey

The parents' questionnaires were sent through their children participating in the study after they had filled out their own questionnaire. Each participant was given a copy to be filled out by one of the parents at home. The questionnaire designed for the parents contained a description of the purpose of the study on the first page. It asked for participants' background information including their occupation. The first two questions were four statements each with a scale of three responses (all the time, sometimes, never) to elicit the extent of the use of Arabic and English. The third question on the second page contained nine scale statements with three possible responses (very much, somewhat, never). The last six items were open-ended questions, which were designed to allow parents to state freely their opinion about their awareness about the use and attitude towards their children's native language and English.

The questionnaire was piloted in Choueifat School. I gave 160 copies (80 for students and 80 for their parents) of the questionnaire to Mr. Etchells, the academic quality controller of students in grades seven, eight, and nine, who distributed the

questionnaire to the students. Each student's questionnaire was attached to one parent's questionnaire. After filling out the questionnaire, each student took the parent's questionnaire home to be filled out by one of the parents. The piloted survey lasted for more than two weeks. Only 50 copies from students and 20 from their parents were returned. Piloting was used to revise the statements and questions in the survey before final surveys were distributed. Based on agreement with my adviser, few items on the survey were added. In the parents' survey, I added one more question to the open-ended questions, "Can Arabic survive even if we do not use it everywhere?" The same question was asked in the piloted survey, but was about the possibility of the survival of Arabic without being used in school, "Can Arabic survive even if it is not used for studying?" It was hoped that this question would provide more insights from students about the different situations. Another minor change was in Q1 and Q2 in the students' questionnaire. I added one more statement to each scale question, "friends outside school." In addition, I changed statement, i, in Q3 students' survey, "If I do not speak my first language it will fade and die" to "if I do not speak my first language it will disappear. This led to design two slightly different versions of both surveys, one for students and the other for their parents.

CHAPTER 4

FINDINGS AND ANALYSIS

This chapter presents the results from two surveys of parents and students. The first section is devoted to findings relevant to the first research question, which focused on students' perception of the impact of their use of Arabic and English on their use of Arabic. The second section includes findings from the second and third research questions dealing with to what extent parents are aware that the use of English can impact the maintenance of Arabic and how parents perceive the role of English in their children's future.

Data Analysis

To answer the research questions, the questionnaires, as the main tools of collecting data for the study, were analyzed completely. The data were used to shed light on students' and parents' use and attitudes towards their mother tongue, Arabic, and English. Descriptive statistics were used to calculate the frequency of response and to detect the students' and parents general trend in responses. The responses to the items in the questionnaire were examined and interpreted one by one, and each one of them was related to a corresponding category for the three research questions as follows:

- Responses to Q1 and Q2 in both students' and parents' surveys were classified under the category "Use of Arabic and English at Home and Outside." Answers to these responses helped me get information about the students' and their parents' use and attitudes towards their mother tongue and English, and how, where, and why these students were practicing those behaviors.
- Responses to Q3 statements (a, b, c, d, e, f, g, h, i, j, and k) in the students' survey were classified under the category "Language Choice in Reading and Writing."
- The responses to these questions gave me enough information to determine students' preferences for language in reading and writing and its impact on their mother tongue. Responses to Q1, Q2, and Q3 statements (a, b, c, d, e, f, g, h, i, j, and k) were meant to answer research question one.

- Responses to Q3 statements (a, b, c, d, e, and f) in the parents' survey were classified under the category "Impact of English on Arabic Identity." From the replies to the statements, I was able to determine the impact of English on the use of Arabic by the young Arabs in the study and determine the extent to which parents were aware that the use of English can impact Arabic.
- Responses to Q3 statements (c, d, and e) in the parents' survey were classified under the category "Parents' Attitude towards English." From the responses I could infer how parents' perceived the role of English in the future of their children.

All responses were analyzed according to the participants' age, gender, and regional dialects. Results were selected and organized to provide support for the study.

Results on the Use of Arabic and English at Home and Outside

Students' Perceptions

To answer the first research question in this study, "How do students perceive the impact of their use of English on their use of Arabic?" five statements in the first and the second questions of the students' questionnaire were designed to reveal types of language choices that these young Arab learners used at home and outside. These statements also elicited their perceptions towards each language, as well as their language use preferences between their mother tongue and English at home and outside. The results were later triangulated with the first and second questions in the parents' questionnaire and with the open ended questions of both students' and parents' questionnaires.

The summary of the results from Q1 of the students' questionnaire revealed that inside the family, English was not used all the time with the parents and relatives. From 214 students' responses, only 2.8% indicated that they used English all the time with their parents, and 5.6% stated that they used it all the time with their relatives. In contrast, with the siblings and friends, results were higher, as 13.6% of students indicated that they used English all the time with their siblings. Outside the family, 29.0% of the students responded that they used English with their friends outside school, whereas 45.7% stated that they used it outside school. This means that inside

the family English was not used all the time with parents and relatives as much as it was used with the siblings and friends. In contrast, outside the family English was widely used between friends. The summary of these results is given in Table 4.

Table 4: Percentages of all students' responses to Q1: *I speak English to*

		All the time	Sometimes	Never
Q1: I speak English to	Parents	2.8.0%	53.5%	43.7%
	Siblings	13.6.0%	61.0%	25.4%
	Relatives	5.6.0%	43.2%	51.2%
	Friends outside school	29.0%	60.0%	10.5%
	Friends in school	45.7%	51.4%	2.9%

Finding also revealed much higher percentages of students who used English “sometimes” inside the family, as 53.5% of students indicated that they used English sometimes to their parents and 43.2% with their relatives. However, the percentages were much higher with siblings, as 61% of students stated that they used English sometimes with their siblings. Outside the family, 60.0% of students indicated that they used English sometimes with friends outside school and 51.4% used it inside school. Moreover, percentages of students who never used English were very small inside schools as compared to inside the family. Only 2.9% of students indicated that they never used English inside school compared to 51.2% who never used English with relatives. These results are given in Table 4.

Table 5: Percentages of all students' responses to Q2: *I speak Arabic to*

		All the time	Sometimes	Never
Q1: I speak Arabic to	Parents	77.1%	22.0%	0.9%
	Siblings	56.8%	39.4%	3.3%
	Relatives	72.9%	24.8%	2.8%
	Friends outside school	30.4%	56.1%	13.6%
	Friends in school	16.8%	61.7%	21.5%

Findings revealed that Arabic was widely used inside the family particularly with parents and relatives, while it was less used between siblings. Outside the family Arabic seemed to have very limited use between students, as 77.1% of the students responded that they used Arabic all the time with their parents and 72.9 % with their relatives, while the percentage decreased with siblings. Only 56.8% of students used Arabic all the time with their siblings. Outside the family there was limited use of Arabic between friends, in and outside school. Only 16.8% indicated that they used Arabic all the time with their friends in school and 30.4% said they did outside school. Findings also revealed much smaller percentages of students who used Arabic sometimes inside the family, whereas outside the family, the percentages were much higher. Only 22.0% and 24.8% of the students indicated that they used Arabic sometimes with their parents and relatives respectively. Also, 39.4% said they used Arabic sometimes with siblings, while 61.7% and 56.1% of students stated that they used Arabic sometimes with their friends in and outside school respectively. Findings from Q2 presented in Table 5 show that there were very limited number of Arab students who never used Arabic inside the family. As 0.9 % of the students said they never used Arabic with their parents, 2.2% with their relatives, and 3.3% with siblings. Outside the family, only 21.5% and 13.6% of the students stated that they never speak Arabic to their friends in and outside school respectively. The summary of these results is given in Table 5.

Age Variables

In order to find out whether the use of English and Arabic varied according to age of the students, results were collected based on two age groups, middle school students, (14 year olds) and high school students, (15-16 year olds). Responses to Q2 indicated that inside the family, all students used less English with parents and relatives than with siblings and friends. However, 15-16 year students used more English with parents, relatives, and with friends in school compared to the 14 year old students, as 8.2% of the 15-16 year old students indicated that they used more English all the time with relatives compared to only 1.3% of the 14 year old students. Outside the family, 48.9% of students stated that they used English all the time with friends inside the school as compared to 40.3% of the 14 year old students. Results are shown in Table 6.

The study revealed that high school students (15-16 years old) used more Arabic all the time inside the family, with parents (82.1%), relatives (74.1%), and siblings (62.4%), and outside the family, with friends inside school (20.1%) and outside school (32.1%), compared to middle school students (14 years old). 68.8% of 14 year old students used Arabic with their parents, 70.3% with relatives, 43.2% with siblings, 11.3% with friends inside school, and 21.6% with friends outside school. Results are presented in Table 6.

Table 6: Percentages of students' all the time responses according to age

	Age 14	Ages 15-16
Q1- I speak English <i>all the time</i> to		
Parents	1.3%	3.7%
Siblings	16.3%	12.0%
Relatives	1.3%	8.2%
Friends outside school	29.5%	28.8%
Friends in school	40.3%	48.9%
Q2- I speak Arabic <i>all the time</i> to		
Parents	68.8%	82.1%
Siblings	43.2%	62.4%
Relatives	70.3%	74.1%
Friends outside school	21.6%	32.1%
Friends in school	11.3%	20.1%

Findings revealed that the 14 year old students used English more sometimes inside the home with parents (67.1%), siblings (63.8%), relatives (59.5%), and their friends in school (58.4%) than the 15-16 year old students who only spoke English more sometimes to their friends outside school (60.6%) compared to the 14 year old students.

Findings revealed that the middle school (14 year old) students used Arabic more sometimes inside the home than the high school (15-16 year old) students. The 14 year old students used more Arabic sometimes with parents (18.6%), relatives (30.2%), and siblings (40.5%) than the 15-16 year old students who only used Arabic more sometimes with friends outside school (56.0%) compared to the 14 year old boys. However, almost similar percentages were revealed about both groups using Arabic sometimes inside the school, as 58.1% of 14 year old students used Arabic

inside school compared to 57.5% of the older students (15-16 year olds). The results are presented in Table 7.

Table 7: Percentages of students' sometimes responses

	Age 14	Ages 15-16
Q1- I <i>sometimes</i> speak English to		
Parents	67.1%	45.5%
Siblings	63.8%	59.4%
Relatives	59.5%	33.6%
Friends outside school	60.3%	60.6%
Friends in school	58.4%	47.4%
Q2- I <i>sometimes</i> speak Arabic to		
Parents	18.6%	16.4%
Siblings	40.5%	34.6%
Relatives	30.2%	22.2%
friends outside school	41.9%	56.0%
friends in school	58.1%	57.5%

Findings revealed higher percentages of the 15-16 year old students who never speak English inside the family to their parents and relatives compared to the 14 year old students. 50.7% of the older students (15-16 year olds) never used English with their parents compared to only 31.6% of the younger students (14 year olds), and 58.2% of older students never used English with relatives compared to (57.5) of the younger ones. However, outside the family, inside and outside school, similar and very low percentages were revealed about both groups never using English outside. Findings revealed almost similar and very low percentages from middle and high school students who never used Arabic inside and outside the family. Results showed that inside the home, no 14 year old students indicated that they never used Arabic with their parents. Outside the home, there was a much higher percentage of middle school students who indicated they never used Arabic with friends outside school (16.3%) compared to 11.9% of older students who indicated they never used Arabic with friend outside school. Results are shown in Table 8.

Table 8: Percentages of students' never responses

	Age 14	Ages 15-16
<i>I never speak English to</i>		
Parents	31.6%	50.7%
Siblings	20.0%	28.6%
Relatives	39.2%	58.2%
Friends outside school	10.3%	10.6%
Friends in school	1.3%	3.8%
<i>I never speak Arabic to</i>		
Parents	0.0%	1.5%
Siblings	3.8%	3.0%
Relatives	1.3%	3.7%
Friends outside school	16.3%	11.9%
Friends in school	20.0%	22.4%

Regional Variables

Given that the students in the study were from different Arabic regions and spoke different Arabic dialects, the results were classified according to the four dialectal regions. Data indicated that groups used English with their parents and siblings to different degrees. The results based on students' regional background are given in Table 9.

The research findings revealed that although all the regional groups used less English all the time inside the family, younger students (14 year olds) used less English with parents and relatives compared to older ones (15-16 year olds). The 15-16 year old students in AD4 (North African) used English more all the time inside the family and outside school than all the groups. The 15-16 year old AD2 (Gulf) students used no English with parents all the time. The 15-16 year old students in AD3 (Egyptian, Sudanese, Libyan) used less English (8.7%) with siblings compared to all the 15-16 year old students.

Findings also revealed that the 14 year olds in AD1 (Levant) and AD3 (Egyptian, Sudanese, Libyan) used no English (0%) all the time with parents and relatives. Also, 14 year old students in AD2 used no English with parents, and only 3.3% used English with relatives. The 14 year old students in AD2 used less English all the time with siblings (7.1%) than all the groups did. Outside the home, both the younger AD2 students (7.4%), and the older AD2 students (21.7%) used less English

all the time outside school compared to all the other groups. Also, both AD3 younger students (56.2%) and AD3 older students (65.2%) used English inside school more than all the groups.

Findings revealed that 100% of AD4 used only Arabic with their parents and no Arabic with friends in and outside schools all the time. Also, all AD2 students used more Arabic all the time with parents, relatives, siblings, and friends inside and outside school than all the other groups. Younger students (14 year old) students in AD3 used no Arabic all the time with friends inside the school. Results are presented in Table 9.

Table 9: Percentages of students' all the time responses.

Q1= I speak English <i>all the time to</i>	AD1 14	AD1 15-16	AD2 14	AD2 15-16	AD3 14	AD3 15-16	AD4 15-16
parents	0.0%	0.0%	3.6%	6.3%	0.0%	4.5%	33.3%
brother/sisters	20.0%	10.0%	7.1%	14.9%	18.7%	8.7%	33.3%
relatives	0.0%	3.3%	3.7%	10.6%	0.0%	8.7%	66.7%
friends outside school	35.3%	31.7%	7.4%	21.7%	50.0%	30.4%	66.7%
friends in school	34.4%	55.7%	35.7%	32.6%	56.2%	65.2%	33.3%
Q2= I speak Arabic <i>all the time to</i>							
parents	57.1%	71.0%	85.7%	93.6%	62.5%	86.4%	100%
brother/sisters	32.4%	53.2%	75.0%	75.0%	37.5%	60.0%	66.7%
relatives	65.7%	67.7%	82.1%	81.3%	62.5%	81.8%	33.3%
friends outside school	17.1%	21.0%	50.0%	51.1%	12.5%	27.3%	0.0%
friends in school	8.6%	12.9%	21.4%	36.2%	0.0%	9.1%	0.0%

Findings indicated that the 15-16 year old students in all groups used English less sometimes with their parents, relatives, and friends in school than all 14 year olds in all groups. The 14 year old students in AD1 used English more sometimes with parents (79.4%) and relatives (65.7%) than all the groups, whereas 14 year old students in AD2 used English more sometimes inside and outside school. Also, older students in AD2 used English less sometimes (38.3%) with siblings compared to all groups. All AD3 students used more English sometimes with siblings (82.6%) compared to all groups. These results are shown in Table 10.

Table 10: Percentages of students' sometimes responses

Q1= I speak English <i>sometimes</i> to	AD1 14	AD1 15-16	AD2 14	AD2 15-16	AD3 14	AD3 15-16	AD4 15-16
parents	79.4%	59.0%	57.1%	22.9%	62.5%	59.1%	33.3%
Siblings	62.9%	66.7%	64.3%	38.3%	68.7%	82.6%	66.7%
relatives	65.7%	41.0%	55.6%	27.7%	50.0%	26.1%	33.3%
friends outside school	55.9%	60.0%	74.1%	60.9%	50.0%	65.2%	33.3%
friends in school	65.6%	42.6%	60.7%	58.7%	43.7%	34.8%	66.7%
Q2= I speak Arabic <i>sometimes</i> to							
parents	42.9%	25.8%	14.3%	6.4%	37.5%	13.6%	0.0%
Siblings	64.7%	43.5%	25.0%	22.9%	50.0%	35.0%	33.3%
relatives	34.3%	25.8%	17.9%	18.8%	31.3%	13.6%	66.7%
friends outside school	65.7%	58.1%	46.4%	44.7%	50.0%	68.2%	100%
friends in school	68.6%	56.6%	67.9%	51.1%	68.8%	68.2%	100%

Findings revealed that Arabic was used sometimes more outside the family than inside. All 14 year olds in all groups used Arabic more sometimes than the 15-16 year olds. Also, 100% of AD4 students revealed they used Arabic more sometimes inside and outside school compared to the other groups. In addition, no AD4 students indicated that they used Arabic sometimes with their parents. These results are shown in Table 10.

Findings revealed very low percentages of students indicating that they never used English outside the family, except for the AD2 students, as 18.5% of the 14 year old students in AD2 stated they never used English with friends outside school compared to 0% of 14 years old in AD3. Also, high percentages of 15-16 year old AD2 students never used English with their parents (70.8%), relatives (61.8%), and siblings (46.8%) - more than all the other groups. Also, no students of AD4 indicated that they never spoke English with relatives, siblings, and outside the family. Inside the school, no students (0%) from AD4, AD3, and 14 years old of AD1 indicated that they never used English in school, except for 8.7% of 15-16 years old and 3.6% of 14 years old AD2 students. In addition, 1.6% of 15-16 year olds in AD1 indicated that they never used English in school. Results are presented in Table 11.

All groups indicated that they used Arabic with their parents, except for 3.2% of 15-16 years old AD1 (Levant) students who never spoke Arabic with their parents. Also, very small percentages of students indicated they never used Arabic with family

members. In addition, findings revealed that all AD4 students used Arabic with all members of the family and with people inside and outside school. Results are shown in Table 11.

Table 11: Percentages of students' all the time responses according to region.

Q1= I <i>never</i> speak English to	AD1 14	AD1 15-16	AD2 14	AD2 15-16	AD3 14	AD3 15-16	AD4 15-16
Parents	20.6%	41%	39.3%	70.8%	37.5%	36.4%	33.3%
Siblings	17.1%	23.3%	28.6%	46.8%	12.5%	8.7%	0.0%
Relatives	34.3%	55.7%	40.7%	61.7%	50.0%	65.2%	0.0%
friends outside school	8.8%	8.3%	18.5%	17.4%	0.0%	4.3%	0.0%
friends in school	0.0%	1.6%	3.6%	8.7%	0.0%	0.0%	0.0%
Q2= I <i>never</i> speak Arabic to							
parents	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Siblings	2.9%	3.2%	0.0%	2.1%	12.5%	5.0%	0.0%
Relatives	0.0%	6.5%	0.0%	0.0%	6.3%	4.5%	0.0%
friends outside school	17.1%	21.0%	3.6%	4.3%	37.5%	4.5%	0.0%
friends in school	22.9%	30.6%	10.7%	12.8%	31.3%	22.7%	0.0%

Gender Variable

Findings also revealed differences between boys and girls. Although both boys and girls spoke less English all the time with their parents and relatives than with friends and siblings, the older girls tended to use English more all the time with their parents, relatives, and siblings. Younger girls used no English (0%) with parents and less English all the time inside and outside the family than all the other groups. Younger boys used English more all the time with siblings (25.6%) than all the other groups. Results are shown in Figures 1 and 2.

Figure 1: Percentage of speaking English all the time responses by 14 year olds

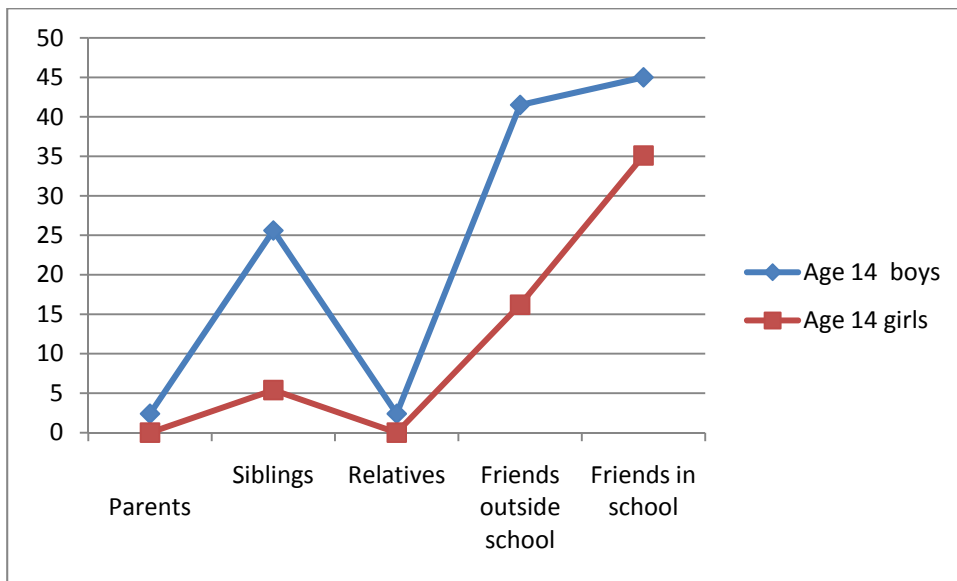
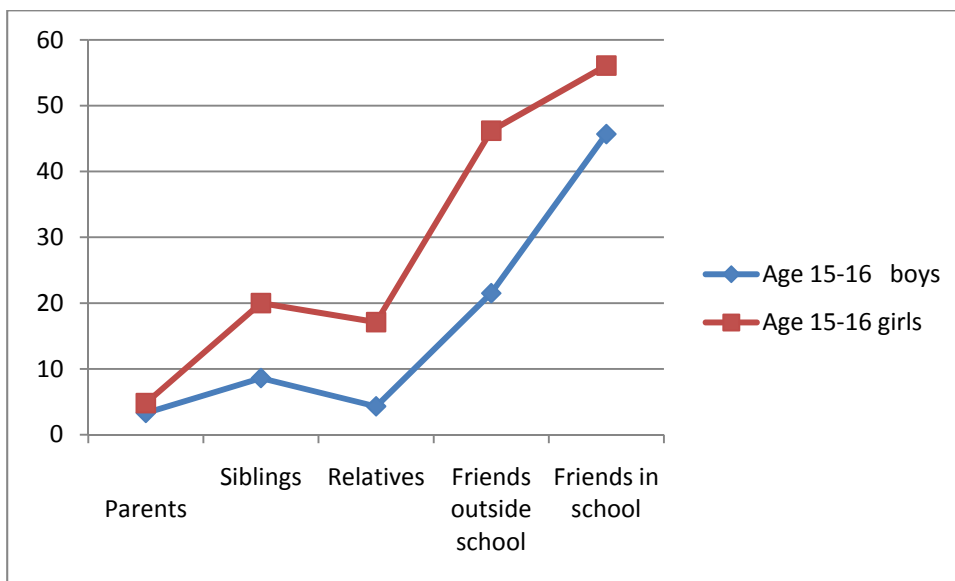


Figure 2: Percentage of speaking English all the time responses by 15-16 year olds



Findings revealed that although boys and girls spoke more Arabic all the time with their parents, relatives, and siblings than with friends, girls tended to use Arabic less with their parents, relatives, siblings, and friends compared to the boys. The younger the girls the less Arabic they used. Only 5.4% of the 14 year old girls responded that they used Arabic all the time with their friends in school compared to 16.3% of the 14 year old boys and 9.8% of older girls who indicated that they used

Arabic all the time in school compared to 24.7% of the older boys. Results are shown Figures 3 and 4.

Figure 3: Percentage of speaking Arabic all the time responses by 14 year olds

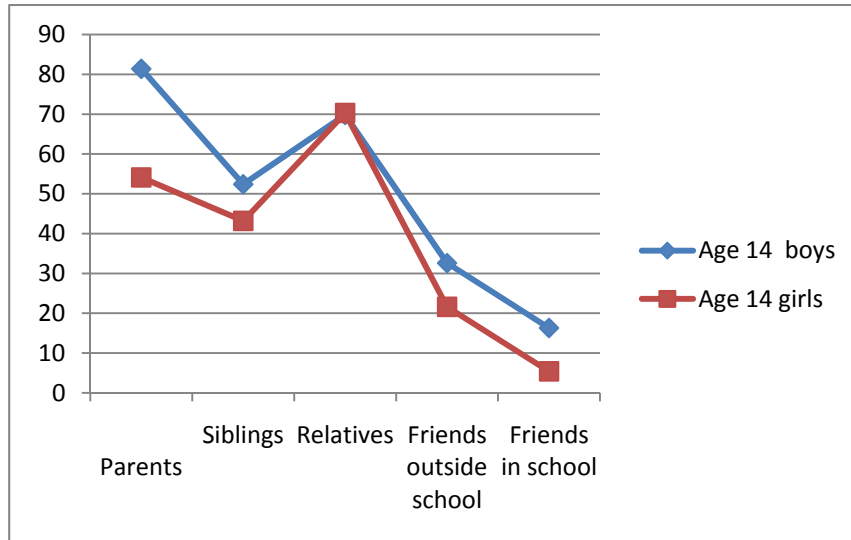
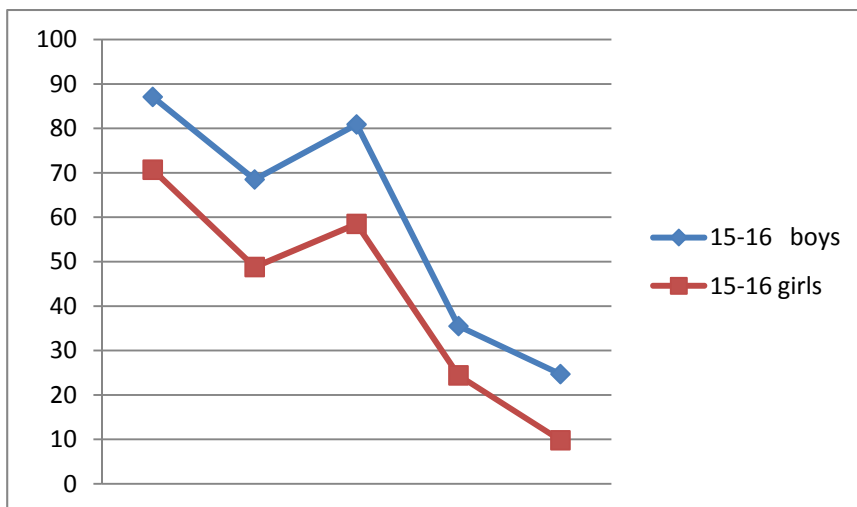


Figure 4: Percentage of speaking Arabic all the time responses by 15-16 year olds



Findings also revealed that even though both boys and girls spoke English more sometimes with their parents, relatives, siblings, and friends, girls tended to use English sometimes more than boys inside and outside the family. Also, younger girls tended to use English more than all groups, as 75.7% of the 14 year old girls responded that they used English sometimes with their parents compared to only 59.5% of the 14 year old boys. In contrast, older boys used English less with parents and relatives than all the groups, as 26.9% of the 15-16 year old boys responded that

they used English sometimes with their relatives compared to 48.8% of the older girls. Results are shown in Table 12.

Table 12: Percentage of speaking English sometimes responses by boys and girls

<i>I sometimes speak English to</i>	Age 14 boys	Age 14 girls	15-16 boys	15-16 girls
Parents	59.5%	75.7%	42.4%	52.4%
Siblings	55.8%	73.0%	58.1%	62.5%
Relatives	57.1%	62.2%	26.9%	48.8%
Friends outside school	46.3%	75.7%	65.6%	48.7%
Friends in school	52.5%	64.9%	48.9%	43.9%

Findings revealed that boys and girls used Arabic sometimes more in school than they did with parents and relatives, and girls tended to use Arabic sometimes more than the boys. Younger girls used Arabic sometimes in and outside school more than all the other groups, as 81.1% of the 14 year old girls used Arabic more sometimes in school while only 58.1% of the 14 year old boys did. This suggests that these young girls were not using Arabic all the time; they were just using it sometimes. Results are shown in Table 13.

Table 13: Percentage of speaking Arabic sometimes responses by boys and girls

<i>I sometimes speak Arabic to</i>	Age 14 boys	Age 14 girls	15-16 boys	15-16 girls
Parents	18.6%	45.9%	10.8%	29.3%
Siblings	40.5%	56.8%	29.3%	46.3%
Relatives	30.2%	27.0%	16.0%	36.6%
Friends outside school	41.9%	73.0%	55.9%	56.1%
Friends in school	58.1%	81.1%	54.8%	63.4%

Findings indicated that older boys tended to use less English with parents, relatives, siblings, and with friends inside and outside school, as 68.8% of the 15-16 year old boys responded that they never used English with their relatives compared to only 34.1% of the 15-16 year old girls. Also, no girls indicated that they never used English with friends in school compared to 2.5% of 14 year old boys and 5.4% of 15-16 year old boys. Results are shown in Table 14.

Table 14: Percentage of speaking English never responses by boys and girls

I never speak English to	Age 14 boys	Age 14 girls	15-16 boys	15-16 girls
Parents	38.1%	24.3%	54.3%	42.9%
Siblings	18.6%	21.6%	33.3%	17.5%
Relatives	40.5%	37.8%	68.8%	34.1%
Friends outside school	12.2%	8.1%	12.9%	5.1%
Friends in school	2.5%	0.0%	5.4%	0.0%

Findings showed that although there were very small percentages of boys and girls who never spoke Arabic with parents, relatives, and siblings, about one fourth of younger boys (25.6%) responded that they never spoke Arabic with friends inside and outside school as compared to only 5.4% of younger girls. This suggests that even though there were very low percentages of students using Arabic at home, more than a quarter of the younger boys never used Arabic with friends. Results are shown in Table 15.

Table 15: Percentage of speaking Arabic never responses by boys and girls

I never speak Arabic to	Age 14 boys	Age 14 girls	15-16 boys	15-16 girls
Parents	0.0%	0.0%	2.2%	0.0%
Siblings	7.1%	0.0%	2.2%	4.9%
Relatives	0.0%	2.7%	3.2%	4.9%
Friends outside school	25.6%	5.4%	8.6%	19.5%
Friends in school	25.6%	13.5%	20.4%	26.8%

The different variables, gender, age, and regional dialect were in a way factors in terms of shaping and affecting the use of both Arabic and English by the students in the study. The age factor is may be due to the transition between middle and high school that the young students go through as to become more mature and give more attention to their mother tongue. Gender, and regional differences affected the use of the two languages differently. Girls used English more than the boys, maybe because the growing influence of English is affecting more girls who perhaps tend to have genuine desires to learn languages to communicate with other people and because of the prestigious status of English. Also, younger students used English more than their older counterparts, and they seemed to feel more comfortable with it due to the pressures “imposed by globalization” (Nunan, 2003, p. 611). This is maybe

because English is more entrenched in the society and younger generation is growing with it. The constant exposure to entertainments such as movies, music, internet, television programs and video games convey a privileged American lifestyle. This “exportation of desirable technology often carries along the language and culture of the powerful manufacturer” (Mufwene, 2000, p. 184) that many young students hope to imitate. The younger the children, the more influenced they will be.

Another issue that is usually linked to bilingual contexts is code mixing. This phenomenon of Arab-English code mixing is a wide spread linguistic behavior among adults and young Arab bilingual speakers in the UAE. In the following section, I will explore some data on the students’ views about mixing both Arabic and English and some of the participants’ opinions to detect why, where, and how much the participants mixed both languages.

Mixing Arabic and English

The Arab students in the study also reported mixing both Arabic and English together in their interaction with the people around them, including family members, friends, and other Arab nationals. However, all students in the study responded to the open-ended question using English and no students used even one word of Arabic.

The findings from responses to open-ended Q1 about the effect of mixing Arabic and English on the Arabic language revealed that from the 134 students who answered this question, 90.3% reported mixing both languages. Only 6.7%, or 9 students out of 134, said they do not mix the two languages. This mixing occurred particularly in Arab-Arab interactions such as with parents, relatives, and friends. As one 14 year old girl explained, “I speak both languages with parents, siblings, relatives, and friends.” However, the code mixing was not limited to inside the family and friends, but also was practiced with strangers and workers in and outside the home such as maids, drivers, and shop and restaurant workers who understand little Arabic. For example, one 15 year old girl stated that she speaks both Arabic and English with the “maid, driver, and waiters.”

Open-ended Q2 asked participants to give the reasons that led to this mixing. Many respondents felt that mixing is a healthy behavior that helped them express their ideas better and improved both languages. Others stated that mixing comes

spontaneously without thinking. As one 16 year old girl stated, “It comes out naturally because I m used to speaking both languages every day.”

Out of 127 students who responded to this question, 35.4% related their mixing to the need for vocabulary words. Whenever they feel they need to express something in one language and they cannot find the words in the language they are speaking, they switch to the other language. As one 15 year old girl stated, “Sometimes we can’t find the right word when we are talking in Arabic. Then I say it in English, and it just comes out without noticing.” Also, some students pointed out that it is easier for them to express their ideas in English. As one 16 year old girl stated, “I can express myself better in English, and there are some words I don’t remember or don’t know in Arabic, so I use English.” Other students related their mixing to the interlocutors. They said that they mix Arabic and English depending on the person they are addressing and on the issues discussed. As one 15 year old girl stated, “With most people in this country, with all these different nationalities, it happens spontaneously, but mostly with friends that I find it difficult to discuss things using my dialect.” Other students related this mixing to the influence of the English school environment. As one 14 year old girl stated, “Mixing makes us express ourselves easier, and since I have been speaking & studying in English schools all my life, it’s easier for me.”

It was mainly a few boys who expressed their concern about the negative impact of English on their mother tongue, Arabic, and their decreasing fluency in Arabic. As one 16 year old boy stated, “It mainly reduces my fluency in Arabic and makes remembering some hard words in Arabic harder.” Another 16 year old boy was concerned about the effect of English on Arabs’ use of Arabic grammar. He explained, “Mixing has an effect on grammar of our mother tongue, it weakens our ability to speak our mother tongue as we pay more attention on English.” These responses, not only confirmed the use of both languages in and outside home and schools, but also that both languages were used together most of the time.

Parents’ perceptions were also collected to see the extent of agreement with their children on the use of Arabic and English.

Parents

Seventy-three questionnaires were returned from parents. Fifty-two were from AD1 (Levant), 14 were from AD2 (Gulf), five were from AD3 (Egyptian, Sudanese, Libyan), and two were from AD4 (Moroccan, Algerian, Tunisian).

Responses to Q1 indicated that parents said they used more Arabic all the time with their spouse and relatives than with children and friends, as 90.4% of parents responded that they used Arabic all the time with their spouses compared to 78.1% with children. Findings also revealed that only 6.8% of parents indicated that they used Arabic sometimes with their spouse or with their relatives compared to more than 20.5% who used Arabic with children and 25.0% who used Arabic with friends. Findings also revealed that Arabic is by far the parents' most common language of communication with family members and friends. Results are shown in Table 16.

Table 16: Percentages of parents' responses to Q1: *I speak Arabic to*

Q1 Parents: I speak Arabic to	All the time	Sometimes	Never
Spouse	90.4%	6.8%	2.7%
Children	78.1%	20.5%	1.4%
Relatives	89.0%	9.6%	1.4%
Friends	73.6%	25.0%	1.4%

Results from Q2 related to the use of English are a mirror image of results obtained in response to Q1 above. 71.2% never used English with their spouse, and 79.5% never used English with relatives. Results are shown in Table 17.

Table 17: Percentages of parents' responses to Q2: *I speak English to*

Q2 Parents: I speak English to	All the time	Sometime	Never
Spouse	4.1%	24.7%	71.2%
Children	4.1%	54.8%	41.1%
Relatives	1.4%	19.2%	79.5%
Friends	1.4%	67.1%	31.5%

When explaining the results based on regional grouping, some differences were revealed. Findings from Q1 revealed that AD4 (North African) and AD2 (Gulf) seemed to use more Arabic with their children than parents from AD1 (Levant) and AD3 (Egyptian, Sudanese, Libyan), as 100% of AD2 and AD4 parents responded that they used Arabic with their children all the time compared to 71.2% for AD1 parents

and 80% of AD3. Also, parents from AD1 and AD3 seemed to use more English with their children than AD2 and AD4. Results are shown in Table 18.

Table 18: Percentages of parents' responses to Q1 and Q2 according to regions

Q1 Parents		All the time	Sometime	Never
I speak Arabic to my children	AD1	71.2%	26.9%	1.9%
	AD2	100 %	0.0%	0.0%
	AD3	80.0%	20.0%	0.0%
	AD4	100%	0.0%	0.0%
Q2 Parents				
I speak English to my children	AD1	5.7%	64.2%	30.2%
	AD2	0.0%	15.4%	84.6%
	AD3	0.0%	40.0%	60.0%
	AD4	0.0%	100%	0.0%

Findings from Q2 revealed that although AD2, AD3, and AD4 parents used less English all the time than AD1 parents, they tended to use English more sometimes. As 100% of AD4 parents responded that they used English sometimes with their children compared to only 15.4% of AD2 parents. Findings also revealed that Gulf parents seemed to use less English with their spouse than AD1, AD3, and AD4 parents. Results are shown in Table 19.

Table 19: Percentages of parents' sometime responses according to regions

Parents I <i>sometimes</i> speak English to	AD1	AD2	AD3	AD4
Children	64.2%	15.4%	40.0%	100%
Spouse	30.2%	0.0%	20%	50.0%
Friends	67.9%	69.2%	20.0%	50.0%

The study revealed different responses between the 28 fathers and 45 mothers. Although mothers used less English all the time with their children than fathers, they used it more sometimes than fathers. Results are shown in Table 20.

Table 20: Percentage of parents using their mother tongue and English with their children

Q1= I speak Arabic to		Fathers	Mothers
Children	All the time	75.0%	80.0%
	Sometime	21.4%	20.0%
	Never	3.6%	0.0%
Q2=I speak English to			
Children	All the Time	7.1%	2.2%
	Sometime	53.5%	55.6%
	Never	39.3%	42.2%

Parents were also asked if they mixed Arabic and English during their interactions with family members and friends, as well as their attitudes towards their children’s mixing of both languages.

Findings from open-ended Q1, if parents mixed both their mother tongue and English and the reasons that led to the mixing, revealed that from the 52 parents who answered this question, 34 responded, “Yes,” they mixed both languages, while 18 said, “No,” they never mixed. More than half of the parents (65.4%) mixed their mother tongue with English. This mixing occurred depending on the interlocutor. As one father stated, “Yes, sometimes I mix depending on the person I am talking to so that he understands me well.” Parents who mixed both Arabic and English also indicated that it helped them express their ideas better. As one father stated, “Of course I feel more comfortable to express some words in English.” When comparing with students, responses for open-ended Q1 about mixing the two languages, both students and parents mixed Arabic and English. 90.3% of students and 64.0% of parents mixed the two languages. This may suggest that parents are responsible for their children’s using mixed speech as a means to interact at home and in different contexts.

Results from Q1 and Q2 in the parents’ questionnaire were compared with the students’ responses to Q1 and Q2. The results revealed that more than 70% of the students and parents relied on Arabic to communicate all the time with each other, while more than 50% used English sometimes to communicate inside the family. However, outside the home, even though only 1.4% of parents used English all the time to communicate with friends, 67.1% used English sometimes. In addition, 45.7% of all Arab students in the study used English all the time with friends in schools, and

60.0% used English sometimes with friends outside school. These results perhaps help to explain the decreasing role of Arabic outside the home.

In order to find out students' preferences in reading and writing in Arabic and English, the following section will explore students' preference for language use in reading and writing and its impact on their mother tongue.

Language Choice in Reading and Writing

With regard to students' preferences for reading and writing in Arabic and English, and the reasons that led to these choices, findings from students' questionnaire statement Q3 (a, b, c, and d), as shown in Table 4.8, revealed that the majority of all students (69.2%) definitely liked to read in English, as compared to less than half of them (42.2%) who liked to read in Arabic. Similarly, 71.4% liked to write in English compared to only about one third (32.9%) of all students who liked to write in Arabic.

Findings also showed that 59.2% of all students responded that they definitely used Arabic because they could express their ideas better, whereas only 36.3% responded that they definitely used English because they could express themselves better. This may suggest that students use English not because they have mastered the language, but because they prefer using it. Results are presented in Table 21.

Table 21: Percentage responses of all students to Q3

Q3	Definitely	Somewhat	Not really
a: I like to read in English	69.2%	23.8%	7.0%
b: I like to write in English	71.4%	23.0%	5.6%
c: I like to read in Arabic	42.2%	39.3%	18.5%
d: I like to write in Arabic	32.9%	43.7%	23.5%
e: I speak my mother tongue because I can express myself better	59.2%	24.9%	16.0%
f: I speak English because I can express myself better	36.3%	48.1%	15.6%

Age Variable

In order to find out whether the students' preferences in reading and writing in Arabic and English varied according to age, results were collected based on the two groups, middle school (14 year olds) and high school (15-16 year old) students. Results from Q3 about preferences for reading and writing in both English and Arabic

between the middle school (14 year olds) and high school students (15-16 year olds) revealed that although both boys and girls liked to read and write more in English than in Arabic, younger students liked to read and write more than the older ones. 78.8% of the 14 year olds responded that they liked to read in English compared to only 63.4% of the 15-16 year old students. Results are shown in Table 22.

Table 22: Percentages of students' responses to Q3 according to age

Q3: All Students: Definitely	14 years	15- 16 years
a: I like to read in English	78.8%	63.4%
b: I like to write in English	75.9%	68.7%
c: I like to read in Arabic	41%	42.9%
d: I like to write in Arabic	32.9%	32.8%

Gender Variable

Findings revealed that although both boys and girls preferred to read and write more in English than in Arabic, girls liked to read and write more in English than the boys. 83.3% of girls responded that they definitely liked to read in English compared to only 61% of the boys. Also, results showed that boys definitely liked to read and write in Arabic more than the girls, as almost half of the boys (48.9%) liked to read in Arabic compared to less than one third (30.3%) of the girls. Results are shown in Table 23.

Table 23: Percentages of students' responses to Q3 according to gender

Q3: All Students Definitely	Total boys	Total girls
a: I like to read in English	60.1%	83.3%
b: I like to write in English	66.2%	80.5%
c: I like to read in Arabic	48.9%	30.3%
d: I like to write in Arabic	39.0%	22.1%

Findings revealed that even though girls in both middle and high school had a higher preference for reading and writing in English compared to the boys in both levels, older girls seemed to have a lower preference for reading and writing in Arabic. Only 26.8% of 15-16 year old girls responded that they liked reading in Arabic compared to 50.0% of boys of the same age. This suggests that English has

become the preferred medium of reading and writing for these students. Results are shown on Table 24.

Table 24: Results to students' Question 3 showing comparison between boys and girls of different ages

Q3: All Students: definitely	14 year old boys	14 year old girls	15-16 years old boys	15-16 year old girls
a: I like to read in English	76.7%	81.1%	53.8%	85.4%
b: I like to write in English	72.1%	80.6%	63.4%	80.5%
c: I like to read in Arabic	46.5%	34.3%	50.0%	26.8%
d: I like to write in Arabic	37.2%	27.8%	39.9%	17.1%
e: I speak Arabic because I can express myself better	58.1%	40.5%	69.9%	52.5%
f: I speak English because I can express myself better	44.2%	40.5%	23.9%	52.5%

Findings also showed that more than 58.1% of all students responded that they used Arabic because they could express their ideas better, whereas only 44.2% responded that they used English because they could express themselves better. This may suggest that these students were using English not because they had mastered the language, but because it is the language of knowledge and the global language that many people want to learn.

Regional Variable

To determine whether the students' preferences in reading and writing in Arabic and English varied according to region, results were collected based on the four groups in the study: AD1, AD2, AD3, and AD4. Findings from Q2 revealed that all regional groups, AD1 (Levant), AD2 (Gulf), AD3 (Egyptian, Sudanese, Libyan), and AD4 (North African), liked to read and write in English more than in Arabic.

AD1 and AD4 students liked to read and write in English more than AD3, and AD2 liked to read in Arabic more than AD1 and AD4. These results are shown in Table 25.

Table 25: Percentages of students' responses to Q3 about preferences in reading and writing according to regions

Q3: All Students	AD1	AD2	AD3	AD4
a : I like to read in English	78.1%	57.3%	64.7%	100%
b : I like to write in English	80.2%	54.1%	79.4%	100%
c : I like to read in Arabic	35.1%	47.3%	52.9%	40.0%
d : I like to write in Arabic	23.2%	48.0%	29.4%	40,0%
e : I speak Arabic because I can express myself better	52.1%	73.0%	55.9%	20.0%
f : I speak English because I can express myself better	36.8%	32.4%	35.3%	80.0%

Findings also revealed that only 20.0% of AD4 (North African) students said they used Arabic because they could express themselves better. This is probably because North African Arabic dialect is a lot different from the other Arabic dialects in the study, which made it more difficult for AD4 students to communicate with other Arab nationals using their dialect. This increased the chance of English becoming the lingua franca between the different Arabic linguistic groups. Results are shown in Table 25.

To find out whether or not students believed there was an impact of English on their cultural identity, results were collected from Q3 statements g: "Speaking only English affects my cultural identity." Combining the students' responses definitely (32.7%) and somewhat (32.7%), the findings showed that two-third (65.4%) of all students felt that speaking only English would affect their identity, while about one-third (34.6%) did not feel that speaking only English would affect their cultural identity. Results are shown in Table 26.

Combining the students' responses definitely (28.0%) and somewhat (29.4%) the study revealed that 57.4% of the students indicated that mixing Arabic with English was bad for Arabic, while 42.7% disagreed that mixing the two languages would affect Arabic.

Combining the students' responses definitely (38.8%) and somewhat (19.2%), the study revealed that 58.0% of the students believed that if they did not speak their first language Arabic, it would disappear, whereas 42.1% did not believe that.

Table 26: Percentages of all students' responses to Q3 statements

Q3	Definitely	Somewhat	Not really
g: Speaking only English affects my cultural identity	32.7%	32.7%	34.6%
h: Mixing English with my first language is bad for my first language	28.0%	29.4%	42.7%
i : If I do not speak my first language it will disappear	38.8%	19.2%	42.1%
j : There is no risk of losing my mother tongue even if I do not use it much	37.6%	20.2%	42.3%

Also, combining the students' responses definitely (37.6%) and somewhat (20.2%), the findings showed that 57.8% of students believed that there was no risk of losing their mother tongue, Arabic, even if they did not speak it, However, 42.3% believed that there was a risk of losing their mother tongue, Arabic, if they did not speak it. Results are presented in Table 26.

Age Variable

In response to the question of whether there were differences in responses between both middle and high school students when responding to Q3 (g, h, i, and j), findings revealed that there were no major differences in responses between the two groups except that 43.0% of the younger group believed that there were definitely no risk of losing their mother tongue even if they did not use it much compared to only 33.3% of the older group. Results are shown in Table 27.

Table 27: Percentages of students' definitely responses according to age

Q3: Definitely	Age 14	Age 15-16
g: Speaking only English affects my cultural identity	33.3%	32.3%
h: Mixing English with my first language is bad for my first language	25.0%	29.8%
i : If I do not speak my first language it will disappear	36.3%	40.3%
j : There is no risk of losing my mother tongue even if I do not use it much	43.0%	34.3%

Gender Variable

The collected data revealed that the girls showed a more positive attitude towards English than the boys did. Only 23.4% of girls believed that their cultural identity can be definitely affected by using only English, compared to 38.1% of boys. Only 23.1% of the girls thought that mixing Arabic with English was definitely bad for their mother tongue, compared to 30.8% of the boys. Also, only 24.4% of girls believed that if they did not speak their mother tongue it would disappear, compared to almost half of the boys (47.1%). In addition, 42.9% of the girls believed that there was definitely no risk of losing their mother tongue if they do not use it much, compared to 34.6% of boys. In terms of whether there was a difference between boys and girls when responding to Q3 (g, h, i, and j), findings revealed that although both boys and girls were aware that speaking only English would affect their cultural identity, girls showed less interest in a change of identity and a more positive attitude towards mixing both English and Arabic than the boys did. Results are presented in Table 28.

Table 28: Percentages of students' responses to Q3 according to gender

Q3	Boys Definitely	Boys Somewhat	Boys Not really	Girls Definitely	Girls Somewhat	Girls Not really
g: Speaking only English affects my cultural identity	38.1%	31.3%	30.6%	23.4%	35.1%	41.6%
h: Mixing English with my first language is bad for my first language	30.8%	27.8%	41.4%	23.1%	32.1%	44.9%
I : If I do not speak my first language it will disappear	47.1%	16.2%	36.8%	24.4%	24.4%	51.3%
J : There is no risk of losing my mother tongue even if I do not use it much	34.6%	19.1%	46.3%	42.9%	22.1%	35.1%

Tab29: Percentages of students' responses to Q3 according to 14 year old boys and girls

Q3	Definitely	Somewhat	Not really	Definitely	Somewhat	Not really
	Boys 14	Boys 14	Boys 14	Girls 14	Girls 14	Girls 14
g: Speaking only English affects my cultural identity	44.2%	20.9%	34.9%	21.6%	40.5%	40.5%
h: Mixing English with my first language is bad for my first language	30.2%	25.6%	44.2%	18.9%	45.9%	35.1%
I: If I do not speak my first language it will disappear	37.2%	14.0%	48.8%	35.1%	24.3%	40.5%
J: There is no risk of losing my mother tongue even if I do not use it much	46.5%	14.0%	39.5%	38.9%	16.7%	44.4%

Findings also revealed that there were major differences between responses of the 14 year old boys and 14 year old girls. Only 21.6% of the 14 year old girls responded that that their cultural identity would definitely be affected by using only English, compared to 44.2% of boys. Also, only 18.9% of the girls believed that mixing Arabic with English was definitely bad for their mother tongue, compared to 30.2% of the boys. Results are presented in Table 29.

Table 30: Percentages of students' responses to Q3 according to 16 year old boys and girls

Q3	Definitely	Somewhat	Not really	Definitely	Somewhat	Not really
	15-16 boys	15-16 boys	15-16 boys	15-16 girls	15-16 girls	15-16 girls
g: Speaking only English affects my cultural identity	35.2%	36.3%	28.6%	25.6%	30.8%	43.6%
h: Mixing English with my first language is bad for my first language	31.1%	28.9%	40.0%	26.8%	19.5%	53.7%
I: If I do not speak my first language it will disappear	51.6%	17.2%	31.2%	14.6%	24.4%	61.0%
J: There is no risk of losing my mother tongue even if I do not use it much	29.0%	21.5%	49.5%	46.3%	26.8%	26.8%

Findings revealed that older girls seemed to have a more positive attitude towards English than older boys did. 43.6% of older girls did not feel that their cultural identity was affected by speaking only English, as compared to only 28.6% of the boys. Also, more than half of the older girls (53.75%) seemed to have a positive attitude towards mixing Arabic with English as compared to only 40.0% of their male counterparts. Findings also revealed that 61.0% of the 15-16 year old girls did not feel that their first language would disappear if they did not speak it, as compared to only 31.2% of the boys. Also, only 26.8% of the older girls responded that there was a risk of losing their mother tongue if they did not use it much, compared to almost half of the boys (49.5%). Results are shown in Table 32.

Regional Variable

In response to whether there were regional differences in students' responses to Q3 statements, data showed that AD3 (Egyptian, Sudanese, Libyan) and AD2 (Gulf) seemed to be more concerned, as 41.2% of AD3 students responded that speaking only English would definitely affect their cultural identity, as compared to only 20.0% of the AD4 (North African) and 24.2% of the AD1 (Levant). Also, 40.0% of AD4 students felt that mixing both English with Arabic was definitely bad for Arabic, as compared to only 21.9% of the AD1. Also, less than one-third (31.3%) of AD1 students felt that their first language would definitely disappear if they did not use it, as compared to 60.0% of AD4 students. Results are shown on Table 31.

Table 31: Percentages of students' definitely responses to Q3 according to regions

Students: Definitely	AD1	AD2	AD3	AD4
g: Speaking only English affects my cultural identity	24.2%	39.7%	41.2%	20.0%
h: Mixing English with Arabic is bad for my first language	21.9%	35.6%	30.3%	40.0%
i : If I do not speak Arabic it will disappear	31.3%	45.3%	47.1%	60.0%
j : There is no risk of losing Arabic even if I do not use it much	40.6%	35.1%	35.3%	40.0%

Findings also indicated that students who responded “not really” to the statements in Q3 (g, h, i, and j) revealed that no AD4 students believed that mixing Arabic with English is not bad for their first language compared to AD1 students who 51% of students showed disagreement with the statement and did not think that mixing the two languages was bad for Arabic. Also 47.3% of AD2 students and 47.1% of AD3 students believed that there was a risk of losing Arabic if they did not use it much. Results are presented in Table 32.

Table 32: Percentages of students’ not really responses to Q3 according to regions

Students who responded: Not really	AD1	AD2	AD3	AD4
g: Speaking only English affects my cultural identity	37.9%	32.9%	35.3%	20%
h: Mixing English with Arabic is bad for my first language	51.0%	34.2%	45.5%	0.0%
i : If I do not speak Arabic it will disappear	42.7%	44.0%	35.3%	40%
j : There is no risk of losing Arabic even if I do not use it much	37.5%	47.3%	47.1%	40%

As revealed in the findings of the study, the majority of the students acknowledged the impact of speaking English on their cultural identity and that mixing the two languages, Arabic and English, affected their mother tongue, Arabic. Yet, a majority of the students did not feel the risk of losing their mother tongue. Parents’ perceptions were also collected to see the extent of agreement with their children. Responses to Q2 in the parents’ open-ended questions aimed to determine if the parents felt that speaking too much English would affect their mother tongue. Findings revealed that from the 50 parents who answered this question, 27 parents (54%) thought that speaking too much English would affect their mother tongue, while 23 (46%) said “no” it would not affect their children’s native language. This suggests that parents were aware that their children’s mother tongue was affected by the extensive use of English.

The following section discusses the second research question which aimed to know if parents were aware that the use of English would impact the maintenance of Arabic.

Impact of English on Arabic Identity

The second research question is aimed to know parents' attitudes towards their children's English learning and its effect on their Arabic and its maintenance. Parents were asked questions about their children's fluency in their mother tongue and English to determine which language students used the most.

Table 33: Percentages of parents' responses to Q3 statements (a and b)

Q3	Very much	somewhat	Never
a1: Are your children more fluent in mother tongue?	80.3%	19.7%	0.0%
a2: Are your children more fluent in English?	61.5%	38.5%	0.0%
b1: Do your children feel more comfortable to express their ideas and feelings in their mother tongue?	85.4%	12.5%	2.1%
b2: Do your children feel more comfortable to express their ideas and feelings in English?	58.5%	35.8%	5.7%

Findings revealed that among the 73 parents who responded to the survey. 80.3% believed that their children were more fluent in their mother tongue, Arabic, compared to 61.5% who believed that their children were more fluent in English. Also, 85.4% of parents indicated that their children felt more comfortable to express their ideas and feelings in their mother tongue, compared to only 58.5% who indicated that their children felt more comfortable to express their ideas and feelings in English. Results are shown in Table 33.

Regional Variables

In order to find out whether fluency in both languages varied according to region, results were collected based on the four different groups, AD1 (Levant) parents, AD2 (Gulf) parents, AD3 (Egyptian, Sudanese, Libyan) parents, AD4 (North African) parents. Findings revealed that most parents responded that their children were more fluent in Arabic than in English, as 100% of AD2, AD3, and AD4 and 72.1% of AD1 parents considered their children to be more fluent in their mother tongue, Arabic. Also, 100% of AD3, 91.7% of AD2, and 81.3% of AD1 believed that their children felt more comfortable in expressing their ideas and feelings in their mother tongue, Arabic. Also, only 40.0% of AD2 parents responded that their

children felt more comfortable to express their ideas and feelings in English compared to 63.2% of AD1 parents and 100% of AD4 parents. No parents from AD4 revealed that their children felt more comfortable in expressing their ideas and feelings in their mother tongue. This may be due to the particular Arabic dialect of AD4 people, which differs greatly from the dialect of the other Arab regions. Results are presented in Table 34.

Table 34: Percentages of parents' responses to Q3 according to region

Q3 (a, b) Parents	Very much			
	AD1	AD2	AD3	AD4
a1: Are your children more fluent in mother tongue?	72.1%	100%	100%	100%
a2: Are your children more fluent in English?	62.2%	60.0%	60.0%	0.0%
b1: Do your children feel more comfortable to express their ideas and feelings in mother tongue?	81.3%	91.7%	100%	0.0%
b2: Do your children feel more comfortable to express their ideas and feelings in English?	63.2%	40.0%	50.0%	100%

To find out about parents' awareness that the use of English can impact the maintenance of Arabic, results were collected from Q3. Combining parents' responses very much (84.5%) and somewhat (12.1%), findings revealed that 96.6% of parents encouraged their children to speak Arabic. Also combining parents' responses very much (51.0%) and somewhat (36.7%), findings revealed that 87.7% of parents encouraged their children to speak English. This leaves only 3.4% of all parents who never encouraged their children to speak Arabic, and 12.2% who never encouraged their children to speak English. Also, even though 59.8% (after combining 29.2% with 19.4%) of parents felt that their children's mother tongue was affected by English, 51.4% did not seem to worry about their children losing their mother tongue. Yet, nearly all parents felt responsible for maintaining their children's mother tongue. Results are presented in Table 35.

Table 35: Percentages of all parents' responses to Q3

Q3: All Parents	Very much	somewhat	Never
c1: Do you encourage your children to speak Arabic	84.5 %	12.1%	3.4%
c2 : Do you encourage your children to speak English	51.0%	36.7%	12.2%
d: Is your children's mother tongue affected by English?	18.1%	41.7%	40.3%
e: Do you worry about your children losing their mother tongue?	29.2%	19.4%	51.4%
f: Do you think parents should feel responsible for maintaining their children's mother tongue?	93.2%	6.8%	0.0%

Findings also revealed that 100% of the AD4 (North African) parents encouraged their children to speak both their mother tongue and English. Also, 92.9% of AD2 (Gulf) parents and 85.0% of AD1 (Levant) parents encouraged their children to speak more Arabic than English. AD3 parents encouraged their children to speak more English than Arabic, as 100% encouraged their children to speak English compared to only half of them who encouraged their children to speak Arabic. Findings from Q3 statement (f) revealed that nearly all parents felt responsible for maintaining their children's mother tongue. Results are presented in Table 36.

Table 36: Percentages of parents' responses to Q3 according to region

Q3 (c, d, e, f) Parents Very much	AD1	AD2	AD3	AD4
c1: Do you encourage your children to speak Arabic?	85.0%	92.9%	50.0%	100%
c2 : Do you encourage your children to speak English?	52.9%	30.0%	100%	100%
d: Is your children's mother tongue affected by English?	21.2%	15.4%	16.7%	0.0%
e: Do you worry about your children losing their mother tongue?	31.4%	21.4%	33.3%	0.0%
f: Do you think parents should feel responsible for maintaining their children's mother tongue?	92.3%	92.9%	100%	100%

However, many parents showed concern about the extensive use of English and its effect on the mother tongue. As one parent stated, "When you can get used to speaking in English you may forget the meaning to some Arabic words." Some

parents were concerned about the consequences of such behavior. As one parent stated, "Using English too much will lead to the disappearance of Arabic."

The Q4 open-ended question asked parents whether they believed it was important in this time of globalization to maintain the mother tongue. Fifty-one parents answered the Q4 open-ended question, and two said, "No," and 49 parents responded, "Yes." One of those parents who were positive that the mother tongue should be maintained asserted, "I strongly agree because a language can become extinct through the generations if not spoken and maintained." Some parents related their mother tongue to their identity. As one parent stated, "It is very important to maintain the personal identity. One has to have pride in his cultural identity, and language is the most important tool for transferring and carrying history and culture from generation to generation."

These responses were further confirmed through responses to the open-ended item in the parents' survey, which requested participants to mention what strategies parents were using to maintain their children's mother tongue. Specifically, Q3 in the parents' open-ended survey asked the parents about the strategies they were using to preserve their children's mother tongue, Arabic. Forty seven parents answered this question, and all parents agreed that speaking only Arabic to the children will protect Arabic from being replaced by English. As one parent stated, "We should talk to the children only in their mother tongue, ask them questions, and let them answer using their mother tongue and keep on reminding them to talk their mother tongue."

Reading was among the strategies that some parents were using. More than half of the parents stressed that children should read in Arabic. As one parent asserted, "Reading Arabic newspapers and books" helps maintain the children's mother tongue.

The same question was asked to students in the Q4 open-ended question, "How can Arabic be maintained in this age of globalization?" From the 117 students who answered the question, 104 (88.9%) students gave different answers on how to maintain Arabic. Their answers were related to speaking the language, reading Arabic books and stories, and watching Arabic movies.

When parents were asked in the Q5 open-ended question if they thought the mother tongue would survive even if it is not used in studying, 49 parents answered this question. Eight parents responded, "No," and 41 parents said, "Yes." The 83.7% of optimistic parents thought that Arabic would survive even if it was not taught in

school. As one parents stated, “Arabic language is a very Deep Language and it will always exist.” However, not all parents were optimistic about the survival of the Arabic language if it is not used in schools. Very few people asserted that a language cannot survive and prosper if it is not used in schools. As one parent stated, “Mother tongue should be well taught and have support from parents and ministry of education.” Other parents believed that in order for Arabic to survive, it should be used in scientific research. As one parent stated, “All the civilized countries use their mother tongue in science and we should translate all scientific resources in Arabic.”

Parents were asked if Arabic could survive even if we do not use it everywhere. Fifty-two parents answered this last open-ended question. Thirty-three parents (63.4%) responded, “Yes,” and 14 respondents (26.9%) said, “No.” Many parents pointed out that no one forgets his/her mother tongue. As one parent stated, “Nobody forgets his language so it will stay as long as Arabic world stays.” Others explained that if a language is not supported by the environment, school, and parents, it will be difficult to preserve it. As one parent mentioned, “It will be difficult to preserve a language if it is not maintained by school and parents.”

Parents think that by encouraging their children to speak Arabic, they are maintaining their children’s mother tongue, but maintaining a mother tongue is not just using it to converse with others. It also means developing it and using it as the main medium of instruction in schools and in many fields, such as science, technology, and the media.

In order to answer the third research question, the following section was aimed to know parents’ attitude towards the English language.

Parents’ Attitude towards English

According to the parents’ replies after combining very much and somewhat, findings revealed that even though most parents (59.8%) felt that their children’s mother tongue was affected by English, 87.7% were encouraging their children to speak English. Only 12.2% of parents did not encourage their children to speak English. These results are shown in Table 37.

Table 37: Percentages of parents' responses to Q3

Q3: All Parents	Very much	somewhat	Never
c2 : Do you encourage your children to speak English?	51.0%	36.7%	12.2%
d: Is your children's mother tongue affected by English?	18.1%	41.7%	40.3%

Also, all parents from the AD3 (Egyptian, Sudanese, and Libyan) group and the AD4 (North African) group definitely encouraged their children to speak English. Results are presented in Table 38.

Table 38: Percentages of parents' responses to Q3

Q3 (c, d, e, f) Definitely	AD1	AD2	AD3	AD4
c1: Do you encourage your children to speak English?	52.9%	30%	100%	100%
d: Is your children's mother tongue affected by English?	21.2%	15.4%	0%	0%

This suggests that these young Arabs were encouraged by their parents to learn and speak more English, which means that parents hold a positive attitude towards their children's, use of English. Even though both parents encouraged their children to learn and speak English, fathers were more enthusiastic towards encouraging their children to speak English as 72.2% encouraged their children very much to speak English compared to 38.7% of the mothers. This showed differences in gender in parents as well, but it was the fathers who spoke more English to their children in English than the mothers. Results are, presented in Table 39.

Table 39: Percentages of parents' responses to Q3 according to fathers and mothers

Q3: Mothers	Very much	somewhat	Never
Do you encourage your children to speak English	38.7%	48.4%	12.9%
Is your children's mother tongue affected by English?	20.5%	38.6%	40.9%
Q3: Fathers			
Do you encourage your children to speak English	72.2%	16.7%	11.1%
Is your children's mother tongue affected by English?	14.3%	46.4%	39.3%

Parents in the study were very much involved in their children' education. They viewed the English medium schools as a prerequisite for access to the best educational systems which would bring greater career opportunities for their children. Their responses were characterized by a positive attitude towards the English language. The majority of parents and students revealed that they believe speaking English is a natural behavior and is the outcome of the multilingual environment in the UAE. This supports the finding in the literature which suggests that English is now the main channel of interaction among its non-native users (Kachru, 1992). On the other hand, the results of the study showed that some parents were aware of the negative consequences of global English on the Arabic language. The reasons for this claim need further research.

CHAPTER 5

DISCUSSION

This study investigated students from five selected English schools with the aim of answering three research questions. The findings related to each of the questions are summarized and discussed in the following three sections.

Use of Arabic and English at Home and Outside

The attitudes and perceptions that the Arabic speaking students in the English medium schools in this study hold towards their mother tongue, Arabic, and English were obtained from their responses in the survey. Results to Q1 and Q2 revealed that inside the family Arabic is by far the parents' most common language of communication with family members and friends. However, the use of English was obvious among students in and outside the home.

Students in the study used more Arabic and less English with their parents and relatives, and more English and less Arabic with their friends. They were using more Arabic at home because about 70% of their parents were using Arabic as a form of maintaining their children's mother tongue, while the English school environment and the different linguistic dialects made the students converse using English. Middle school students used more English and less Arabic compared to the high school students. This may be due to the transition from middle school to high school which created this gap between the two groups. Another surprising finding is the gender differences. Girls used more English and less Arabic as compared to the boys. Older girls used more English than all groups, while older boys used more Arabic than all groups. As far as regions were concerned, AD2 (Gulf) students used less English with their parents, relatives, siblings, and with friends, followed by the AD3 (Egyptian, Sudanese, and Libyan) group. The AD4 (North African) group and AD3 used more English with friends outside school, followed by AD1 (Levant) students. More than 70% of parents in the study were using Arabic all the time with their children, and more than 50% admitted using English sometimes when communicating with their children. AD4 and AD1 parents seemed to use more English when communicating with their children than AD3 group and AD2 parents.

One very important aspect the results showed is that the students in the study were living in a bilingual environment. They were exposed to L1 and L2, Arabic at home and English in school and outside. Arabic was shown as a dominant feature at home, while English was extensively used in and outside schools. This suggests that both languages, Arabic and English, were used in and outside their homes, which confirms the literature findings that in the UAE, “English is even used at home” (Al Mansoori, 2001, cited in Troudi, 2003, p. 4). However, students’ use of English in and outside school and at home has a damaging effect on their use of Arabic because it facilitates its gradual attrition (Kayser, 2000).

The results of the Q1 open-ended question in the students’ survey revealed that 90.3% of students mixed both Arabic and English with all members of their Arab families, relatives, and friends. According to the findings, students felt that mixing their mother tongue with English was a healthy behavior that helped them express their ideas better and improve both languages. This corresponds with what Romaine (2000) mentions: “Learning to speak more than one language often involves putting together material from two languages. This is part of the normal process of growing up bilingually and acquiring competence in more than one language” (p. 55).

The results of findings from Q1 in the students’ survey and students’ open-ended responses show that English was a dominant feature in the students’ speech. More than 50% of students were using English in and outside schools and even at home. Students in the study believed that speaking English is a normal behavior, and English is used spontaneously due to the multilingual environment of the UAE. Thus, Arab children in the UAE feel the need to communicate with other Arab nationals from different backgrounds and with people from different nationalities, and they were using English as a common linguistic denominator or a “matrix language” (Meyers-Scotton, 1993).

Results of the study revealed that these Arab bilingual students in middle and high school showed a high tendency toward reading and writing in English more than in Arabic. More than 70% of students definitely liked to read and write in English compared to only 42.2% of the students who definitely liked to read in English and less than one-third (32.9) who definitely liked to write in Arabic. Younger students liked to read and write in English more than the older ones, as 78.8% of 14 year old students liked to read in English compare to 63.4% of older students. Also, 75.9% of

14 year old students liked to write in English compare to 68.7% of 15-16 year old students. However, both groups showed a similar low preference towards reading and writing in Arabic. 42.9% of older students definitely liked to read in Arabic, compared to 41.0% of the 14 year old boys. Similar results were revealed about students' preferences in writing in Arabic, as only 32% of both groups definitely liked to write in Arabic. In addition, girls showed more preference towards reading and writing in English than the boys. Older girls showed more preference towards reading and writing in English, and less interest in reading and writing in Arabic than all groups, while older boys showed more preference towards reading and writing in Arabic than all groups. Results are shows in Table 22 and 23

This huge difference between language allocations may indicate that students are not encouraged in schools to read and write in Arabic as much as in English. This may suggest that Arabic is marginalized in schools and is not given its proper position as a national language. This may suggest that the focus in these students' schools is mainly on academic attainments through English as the medium of instruction and as a global language. Thus, Arabic has sadly been demoted to a second class language in these schools and "this will impede the development of the Arabic language and its wide use in different fields of life" (Zughoul, 2003, p. 123).

The students' responses to Q3 statements (g, h, i, and j) revealed that 65.4% of the Arab bilingual students in the study, who were actually gaining literacy and knowledge in English, felt that there was an effect of English on their cultural identity when they used English instead of Arabic. Also, more than half of the students (58.0%) believed that if they did not speak their first language it would disappear. On the other hand, though more than half (57.4%) of the students felt that mixing Arabic and English is bad for Arabic, 93.3% mixed both Arabic and English. Also, more than half of the students (57.8%) believed that there was no risk of losing their mother tongue even if it was not used much. They thought that just by speaking Arabic with the people around them they are maintaining their mother tongue. This suggests that the students in the study were not fully aware of the danger that their first language was going through. This is probably because students were in English schools where proficiency in Arabic reading and writing skills were not required; they were tempted by English being a global language and by the forces of globalization. This is a subtractive bilingualism where English is flourishing at the expense of Arabic. What

is happening in these schools contradicts the suggestions in the literature that additive bilingualism occurs when the first language continues to be developed while the second language is added. Also, successful bilingual education not only offers students opportunities to be proficient in both languages, but also allows them to master academic content material (Cummins, 2000). Research suggests that students who work in an additive bilingual environment succeed better than those whose first language and culture are devalued totally or gradually and replaced by a powerful second language by their schools and by their society (Cummins, 1994).

Impact of English on Arabic Identity

The second question in this study was “To what extent are parents aware that the use of English can impact the maintenance of Arabic?” Studies show that parents’ involvement in children’s lives is critical in facilitating their development and academic achievement and especially in successful bilingual programs and maintaining their L1 (Baker, 2001; Genesee 1999).

As seen in the findings, parents wanted their children to be bilinguals. They wanted them to attain proficiency in English language learning because they believed good English skills are the key to better jobs and prosperous futures abroad in developed English countries. Even if many parents did not use English as much as their children did, 87.7% encouraged their children to speak English. They provided and reinforced the opportunities and facilitated their children’s exposure to learn English through the school, books, TV, movies, and technological devices. Thus, their children were brought up surrounded by English everywhere. This may confirm the literature findings that the environment influences the language learners’ performances (Baker, 2001). Many Arab parents’ goal for enrolling their children in English schools was to provide for them good English education with appropriate education in Arabic. Obviously, they did not think that their children’s mother tongue would be affected. May be parents did not recognize the reality of the incontestable role of English as an international language (Troudi, 2007) which requires a lot of effort for any mother tongue that co-exists with English to maintain its status if it is not fully supported by policy makers, schools, parents, and the whole environment.

Many parents were aware of the difficulties that the Arabic language is going through in this particular era of globalization, especially when it is compared to the

status of English. Parents know that in the UAE English is more than a foreign language. It is the first and only foreign language in both private and government schools. Even though, parents were aware of the extensive use of English by their children and its effect on Arabic, many of them believe that it was the outcome of being in English schools where students were expected to be proficient in English to have access to university education. Parents were driven by the international wide spread use of English and its status as a very practical tool in the UAE.

In Q3 statement (e) in the parents' survey, 51.4% of parents asserted that they did not worry about their children losing their mother tongue. From 49 parents who answered the parents' open-ended Q5, 41 respondents believed that Arabic could survive even if it was not used for studying. Parents believed the fact that people speak their mother tongue is enough for it to be protected. This contradicts the findings in the literature that the use of the majority language in schools instead of the first language leads the children to adopt the dominant language and lose interest in their first language (Pan & Gleason, 1986; Skutnabb-Kangas, 2002).

The private English schools in the study have great responsibility for maintaining Arabic. These international schools claimed to provide a bilingual program, but actually, they focus only on achieving proficiency in the standard English language and prepare students for universities abroad, mainly in the US and the UK, which resulted in missing the reinforcement of the Arabic as a first language. Cummins (2001) suggests the additive approach in second language learning where L2 is added to L1 and not replacing it. Students in these private schools were not motivated to speak, read, or write in Arabic only during their Arabic class time. This may be a significant indication that the schools' effort to stress Arabic knowledge and proficiency is neglected. When there is no motivation to learn one's first language, the probability to be proficient in it is low (Brown, 2000), especially in the case of Arabic where there is the diglossic situation and where students are taught literary Arabic in school which differs from their spoken Arabic in vocabulary, phonology, syntax, and grammar (Abu-Rabia, 2000). This requires a serious effort from schools. They need to recognize the importance of the students' mother tongue and their right to have proficiency in it (Cummins, 2001; Krashen, 1999).

In Q3 statement (f) in the parents' survey, almost 100% of parents believed that it was their responsibility to protect their children's mother tongue. In open-ended

Q4, 96% of parents insisted that Arabic should be maintained, and some of them mentioned that Arabic should be taught in schools properly. Also, in their responses to open-ended Q3 in the parents' survey, parents shared some of the strategies they were using to safeguard their children's mother tongue, such as speaking to children in their mother tongue all the time, reading books and Arabic newspapers, visiting relatives who speak only the mother tongue, and watching Arabic movies. However, a language is strong and powerful only if it is used by its users in all domains. If a language is not developed in schools, it will lose its importance among its people, especially if it is competing with a global language such as English.

Parents' Attitudes towards English

The third and final research question, "How do parents perceive the role of English in the future of their children?" was not directly answered by the study, but insights can be deduced from their replies. A language is a powerful tool and this power is spread through discourse (Said, 1979). Many parents today push their children to learn English not because they have to, but rather because they are aware of the role of English as a powerful language and the positive consequences that English instruction brings, as is the case in the UAE where getting a job always requires good English skills.

Students in the study were in English schools, and more than 50% of their parents encouraged them very much to speak English. One hundred percent of AD3 and AD4 parents encouraged their children very much to speak English. Despite the children's extensive use of English, less than half of parents (40.3%) believed that their children's mother tongue was never affected by English. These parents were pushing their children to learn and speak English because they believed it is for their best interest, and they were not afraid that their native language is being damaged gradually.

According to the research data, more than half (51%) of all parents definitely encouraged their children to learn English. Even though 59.8% of parents admitted that their children's mother tongue was affected by English, less than half (48.6) of the parents were worried about their children losing their mother tongue by using too much English. This attitude of parents towards learning English reflects the value that the parents accorded to the role of English in the future of their children. Parents

believe that proficiency in the English language is the key to better jobs as the literature confirms that English “has always been an important factor for new university graduates in securing employment” (Qian, 2008, p. 100). Parents in this study were more open towards the role of English as an international language. They were more tolerant towards speaking English or mixing both Arabic and English because they believed that the more proficient their children are in the English language, the better chances and opportunities their children will have in life.

CHAPTER 6

CONCLUSION

This study was designed to investigate students' perceptions of the impact of their use of English on their use of Arabic in a diverse context such as the UAE. Also, it examined students' and parents' attitudes towards the use of Arabic and English. To implement the study, I tested three questions: How do students perceive the impact of their use of English on their use of Arabic? To what extent are parents aware that the use of English can impact the maintenance of Arabic? How do parents perceive the role of English in the future of their children? Quantitative data of surveys from students and parents were used for each question.

In the UAE, policy makers regard Arabic as the prestigious and official language; however, teaching English as a medium of instruction in private schools demoted Arabic in these institutions to secondary place. Although there is extensive research on the impact of English as an international language and how it is used as a language of wider communication (Seidlhofer, 2001), there is a lack of research on the impact of English on the language use of Arabic students in this part of the world. This research is important in terms of shedding some light on two important groups, Arab students and their parents in the UAE, and on their perceptions and attitudes towards English and Arabic. This study aims at contributing to more understanding of the extensive use of English by Arab students and their need for communication in a multilingual environment such as the UAE, as well as its impact on their mother tongue.

It is hoped that this research will benefit researchers, educators, and English language teachers through the results provided by the study. In fact, the necessity for further research in this particular region is on how English as an International Language is being used and how Arabic as a local and official language is being maintained, and also to address the students' needs in today's teaching market.

The current study investigated three major factors: students' attitude towards English, the impact of English on Arab identity, and parents' attitudes towards English learning. Students in the study were fully engaged in learning English as their medium of instruction, leaving Arabic, their first language, behind. Arabic was used at home but mixed with English. In schools, the majority of students used only

English in speaking, reading, and writing All students were rushing to learn English and they seemed to neglect their first language in a world of an aggressive dominance of English. Girls had more positive attitudes towards English and less interest in their mother tongue than the boys did. Even though students admitted that speaking only English had an effect on their cultural identity and that their first language may disappear if they did not use it, they believed that there was no risk of losing their first language. The students were influenced more by the environment and the force of English as a global language.

Parents played an important role in influencing the children's learning in both Arabic and English. They provided oral skills in Arabic and they reinforced the English language. Unfortunately, Arabic and English were not equally learnt. English was stressed in schools and reinforced outside, whereas Arabic was restricted to home use only in addition to a few classes of Arabic language in schools where there was not equal teaching in both languages. Consequently, the results showed no sign of effective bilingual education, and students in the study were gaining knowledge solely in the English language, while Arabic was gradually being replaced.

Implications of the Study

The study has clearly shown that students in English schools prefer to speak more English than Arabic inside and outside schools. They also like to read and write in English more than in Arabic. This shows a clear negative attitude towards speaking and learning Arabic. In order to maintain children's mother tongue, I think that policy makers have to take the responsibility to promote Arabic in English schools. Parents also should share the responsibility to reinforce the children's mother tongue inside and outside the family.

Implications for Policy Makers

Educational policy makers who have given the right to the English medium schools to be established must take a big responsibility for maintaining high standards of Arabic language teaching and learning in these schools.

- Accord both languages equal value so that the students will not prefer one language at the cost of the other.

- Encourage Arabic literature using constructive material for fun to attract students to read and write in Arabic which can help them be more interested in learning Arabic.
- Recommend quality time for teaching the Arabic language to maintain additive bilingualism and encourage students to speak their mother tongue.
- Emphasize regular school inspections to check students' progress and attainment in Arabic, as is the case of Dubai's Knowledge and Human Development Authority system of school inspections.

Implications for Parents

Although most parents that responded to the study showed a positive attitude towards English because of the benefits knowledge of English bring, they expressed a strong attachment to their first language, Arabic, which is an act of identity and pride. Parents are the greatest influence on how children perceive and value education. In addition, parents should play a vital role in the process of maintaining their children's mother tongue (Cummins, 2003; Fillmore, 1999). Therefore, parents should

- enroll their children in schools where their first language is properly taught and promoted.
- involve themselves in their children's first language learning and supervise the process.
- make frequent visits to the school and work closely with the teachers to enhance the children's learning.
- teach their children to be proud of who they are and always express themselves in their mother tongue in every context.

Limitations of the Study

This study was concerned with students' and their parents' use and attitudes towards Arabic and English. I had 214 students from four different regions, but I did not have equal numbers from each region so that I could have more reliable data. I had 95 students from the Levant region (AD1), 75 students from the Gulf region (AD2), 39 students from the Egypt, Sudan, and Libya region (AD3), and only five students from the North African group (AD4). I could have been more effective if I

had approximately equal numbers from the four different regions. The same thing happened with the parents' survey. I sent a copy of the parents' survey with every student to his/her parents, but I collected only 73 copies. There were 52 responses from AD1 parents, 14 responses from AD2, five responses from AD3, and only two responses from AD4 parents.

Another limitation was the lack of data to answer the third research question. I thought that I had enough questions, but I did not have direct questions to the parents about how they perceive the role of English in the future of their children. Instead, the answers to the research question were inferred from the other questions in the survey. I should have had questions for each research question.

Only one school, the Wesgreen School, allowed me to personally introduce and explain the survey to students while other schools introduced it by themselves using their own methods. Hence, even though the results of the study were consistent, there is a possibility that differences in persons administering the surveys in each school may have affected slightly the results of the study.

Finally, further research could be conducted specifically in this region with students and their Arabic teachers and the school to know the real reasons behind disinterest in learning and speaking Arabic. For example, additional research can be conducted to shed light on possible reasons behind students' disinterest in Arabic reading and writing. Such a question can be answered through an ethnographic study to see how Arabic is delivered to students. Also, students can be interviewed to understand their attitudes and opinions about Arabic in general, and about Arabic classes and materials in specific. Parents can also be interviewed to understand their degree of satisfaction regarding the way Arabic is delivered in their children's schools. A longitudinal study can also be conducted to explore the change in opinions and attitudes between students in middle schools (14-year-olds) and students in high schools (15-16 year olds). I believe that this is an issue that needs to be explored. I hope that this study can serve educators and researchers, as well as parents, to take further steps in maintaining the children's mother tongue to help them gain additive successful bilingualism.

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Appendix A: Questionnaire for Students

Impact of English on Young Arabs' Use of Arabic in the UAE

أثر اللغة الإنجليزية على استخدام الشباب العرب للغة العربية في الإمارات

This survey is part of my Master's thesis study. I would appreciate it if you take the time to answer these brief questions. Be assured that information you share is strictly confidential. Thank you!

هذه الاستبانة هي جزء من رسالتي الماجستير . أشكرك على الوقت الذي تمنحه بإجابتك لهذه الأسئلة . المعلومات التي تزودني بها لن يطلع عليها أحد ، و ستكون في غاية السرية . شكراً لك .

الجنس ذكر أنثى

العمر _____

اسم مدرستك _____

Gender Male Female

Age _____

Name of School _____

How long have you lived in the UAE? مدة العيش في دولة الإمارات

1-5 years 6-10 years Over 10 years 10-6 سنوات أكثر من 10 سنوات

Your native language is لغتك الأم

Arabic العربية

Other _____ (Please specify) أخرى (رجاء اذكرها)

Other languages you speak _____ لغات أخرى تتحدثها

Which Arabic dialect do you speak? *Please circle one*

ما هي لهجتك التي تتحدثها ؟ (رجاء اختر إجابة واحدة)

- Syrian, Lebanese, Jordanian, Iraqi. السورية ، اللبنانية ، الأردنية ، العراقية
- Gulf Arabic. الخليجية
- Egyptian, Sudanese, Libyan . المصرية ، السودانية ، الليبية
- Moroccan, Algerian, Tunisian. المغربية ، الجزائرية ، التونسية
- If you do not speak Arabic which other language do you speak? ----- إن كنت لا تتحدث العربية ، فما هي اللغة التي تتحدثها؟ -----

Please tick (√) only one appropriate box.

رجاء ضع إشارة صح في الصندوق المناسب فيما يلي:

1. I speak English to

1. أنا أتحدث باستخدام الإنجليزية مع :

Q1	All the time دائماً	Sometimes أحياناً	Never إطلاقاً	
Parents				الوالدين
Siblings				الإخوة و الأخوات
Relatives				الأقارب
Friends outside school				الأصدقاء خارج المدرسة
Friends in school				الأصدقاء في المدرسة

2. I speak my mother tongue to

1. أنا أتحدث باستخدام لغتي الأم مع :

Q2	All the time دائما	Sometimes أحيانا	Never إطلاقا	
Parents				الوالدين
Siblings				الإخوة و الأخوات
Relatives				الأقارب
Friends outside school				الأصدقاء خارج المدرسة
Friends in school				الأصدقاء في المدرسة

Q3	Definitely بكل تأكيد	Somewhat نوعا ما	Not really لا أظن	
a- I like to read in English				أحب القراءة باللغة الإنجليزية
b- I like to write in English				أحب الكتابة باللغة الإنجليزية
c- I like to read in my first language				أحب القراءة بلغتي الأم
d- I like to write in my first language				أحب الكتابة بلغتي الأم
e- I speak my mother tongue because I can express myself better				أتحدث بلغتي الأم لأنني أستطيع أن أعبر عن نفسي بشكل أفضل بها
f- I speak English because I can express myself better				أتحدث اللغة الإنجليزية لأنني أستطيع أن أعبر عن نفسي بشكل أفضل بها
g- Speaking only English affects my cultural identity				التحدث فقط باللغة الإنجليزية له تأثير على هويتي الثقافية
h- Mixing English with my first language is bad for my first language				التحدث باللغتين الإنجليزية والعربية في آن معا يؤثر سلبا على لغتي الأم
i- If I do not speak my first language it will disappear				إذا لم أتحدث بلغتي الأم فهي ستلاشي و تختفي
j- There is no risk of losing my mother tongue even if I do not use it much				لا توجد خطورة بأن أخسر لغتي الأم حتى إذا لم أستخدمها كثيرا
k- Maintaining my first language is my responsibility				الحفاظ على لغتي الأم هو من مسؤوليتي

Please answer the following questions:

يرجى الإجابة على الأسئلة التالية :

1. With whom do you mix both your mother tongue and English? (please explain)

1 . مع من تتحدث اللغتين الإنجليزية و العربية معا (تخلط) ؟ (رجاء اشرح)

2. What reasons lead to this mixing? (please explain)

2 . ما هي الأسباب التي تدعوك للخلط بين اللغتين ؟ (رجاء اشرح)

3. In what way does speaking English outside school affect your mother tongue?

3 . كيف يكون لتحدثك بالإنجليزية خارج المدرسة أثر على لغتك الأم؟ (رجاء اشرح)

4. How can Arabic be maintained in this age of globalization?

4 . كيف يمكن الحفاظ على اللغة العربية في عصرنا الذي يتصف بالعولمة ؟

Appendix B: Questionnaire for Parents

Impact of English on Young Arabs' Use of Arabic in the UAE

أثر اللغة الإنجليزية على استخدام الشباب العرب للغة العربية في الإمارات

This survey is part of my Master's thesis study. I would appreciate it if you take the time to answer these brief questions. Be assured that information you share is strictly confidential. Thank you!

هذه الاستبانة هي جزء من رسالتي الماجستير . أشكرك على الوقت الذي تمنحه بإجابتك لهذه الأسئلة . المعلومات التي تزودني بها لن يطلع عليها أحد ، و ستكون في غاية السرية . شكراً لك .

الجنس ذكر أنثى
 الوظيفة _____
 عمر طفلك _____
 مرحلة طفلك _____
 الدراسية _____
 اسم مدرسة _____
 طفلك _____

How long have you lived in the UAE?
 1-5years 6-10 years Over 10 years
 مدة العيش في دولة الإمارات
 1-5 سنوات 6-10 سنوات أكثر من 10 سنوات

Your native language is
 Arabic العربية
 Other _____ (Please specify) أخرى (رجاء اذكرها)
 Other languages you speak _____ لغات أخرى تتحدثها

Which Arabic dialect do you speak? *Please circle one*

- Syrian, Lebanese, Jordanian, Iraqi.
- Gulf Arabic.
- Egyptian, Sudanese, Libyan.
- Moroccan, Algerian, Tunisian.
- If you do not speak Arabic which other language do you speak?

ما هي لهجتك التي تتحدثها؟ (رجاء اختر إجابة واحدة)
 السورية ، اللبنانية ، الأردنية ، العراقية
 الخليجية
 المصرية ، السودانية ، الليبية
 المغربية ، الجزائرية ، التونسية
 إن كنت لا تتحدث العربية ، فما هي اللغة التي تتحدثها؟

Please tick (✓) only one appropriate box. رجاء ضع إشارة صح في الصندوق المناسب فيما يلي :

1. I speak my mother tongue to 1. مع من تتحدث باستخدام لغتك الأم؟

Q1	All the time دائماً	Sometimes أحياناً	Never إطلاقاً	
Husband/wife				الزوج / الزوجة
Children				الأبناء
Relatives				الأقارب
Friends				الأصدقاء

2. With whom do you speak English?

2. مع من تتحدث باستخدام الإنجليزية؟

Q2	All the time دائماً	Sometimes أحياناً	Never إطلاقاً	
Husband/wife				الزوج / الزوجة
Children				الأبناء
Relatives				الأقارب
Friends				الأصدقاء

3. Please tick (✓) only one appropriate box.

Q3	Very Much	Somewhat	Never
a- Are your children more fluent in: {mother tongue English			
b- Do your children feel more comfortable to express their ideas, and feelings in: {mother tongue English			
c- Do you encourage your children to speak : {mother tongue English			
d- Is your children's mother tongue affected by English?			
e- Do you worry about your children losing their mother tongue?			
f- Do you think parents should feel responsible for maintaining their children's mother tongue?			

لا أظن	نوعاً ما	بكل تأكيد	
			أطفالك أكثر إتقاناً لـ : <input type="checkbox"/> اللغة الأم <input type="checkbox"/> الإنجليزية
			أطفالك يجدون راحة أكثر في التعبير عن أفكارهم و مشاعرهم بـ : <input type="checkbox"/> اللغة الأم <input type="checkbox"/> الإنجليزية
			تشجعين أطفالك على أن يتحدثوا أكثر بـ : <input type="checkbox"/> اللغة الأم <input type="checkbox"/> الإنجليزية
			هل لغتك أطفالك الأم متأثرة بالإنجليزية؟
			هل لديك مخاوفك من أن يخسر أطفالك لغتهم الأم؟
			هل تظن أن الأهل يجب أن يشعروا بالمسؤولية اتجاه محافظة أطفالهم على لغتهم الأم؟

Please answer the following questions:

1. Do you mix both your mother tongue and English? Why or why not? (please explain)

1. هل تخطط لغتك الأم والإنجليزية؟ لماذا؟ (رجاء اشرح)

2. Do you think that speaking too much English affects your native language? (Please explain)

2. هل تظن أن تحدثك باللغة الإنجليزية كثيرا قد يؤثر على لغتك الأم؟ (رجاء اشرح)

3. What strategies do you use to maintain your children's mother tongue?

3. ما هي الأساليب التي تتبعها ليحافظ أطفالك على لغتهم الأم؟

4. Is it important in this age of globalization to maintain the mother tongue?

4. هل تظن أنه من الضرورة الحفاظ على اللغة الأم في عصرنا الذي يتصف بالعولمة؟

5. Can the mother tongue survive even if it is not used for studying?

5. هل بالإمكان الحفاظ على اللغة الأم من التلاشي في حالة عدم استخدامها للدراسة؟

6. Can Arabic survive even if we do not use it everywhere?

6. هل من الممكن الحفاظ على اللغة العربية مع عدم استخدامها في كل مكان؟

Would you like to be interviewed on this topic?

Yes, I would like to be interviewed.

No, I do not like to be interviewed

هل تود أن تتم مقابلتك فيما يخص هذا الموضوع؟

نعم ، لا أمانع من أن تتم مقابلي

لا ، لا أود أن تتم

مقابلي

If yes, please provide your:

Name _____

Phone number or e-mail _____

إن أجبت بنعم ، فيرجى ملء المعلومات التالية :

الاسم :

رقم الهاتف أو عنوان البريد الإلكتروني :

VITA

Fatiha Hanani got her Baccalaureat from Lycee Zighoud Youcef in Constantine, and Bachelor (License) of English from the University of Constantine, Algeria. Being a trilingual and having trilingual children (Arabic, French, and English), Fatiha finds her research topic very close to her heart.