



# Graduation Project

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**Title:** The Effect of Learning English Language as a Second Language on the Mother Tongue of Children .

**I certify that all the articles in this special search of my effort, but does not have any work prior to this work, but I quoted some words of scientists.**

**Signature (Hanan)**

Table of contents:

<b>Section</b>	<b>Page Number</b>
<b>Abstract</b>	<b>3</b>
<b>Introduction</b>	<b>3-4</b>
<b>Literatuer review</b>	<b>4-5</b>
<b>Significance of Research</b>	<b>6</b>
<b>Research Question</b>	<b>6</b>
<b>Research Methodology</b>	<b>6</b>
<b>Ethical Considerations</b>	<b>7</b>
<b>Limitations of the study</b>	<b>7</b>
<b>Expected results</b>	<b>7</b>
<b>References</b>	<b>8</b>
<b>Appendix</b>	<b>8-9</b>

## Abstract:

When children under the age of four learn a second language, it surely has some effects on them. Therefore, there are three major effects of learning a second language in such an early stage of life. First, is reducing their reading skills in their mother tongue, as well as limiting the ability of learning new vocabulary in the mother tongue, and lastly, leading to grammar mistakes in the mother tongue. You will note on the children in the kindergarten classes and take the positives and negatives and distribute a questionnaire to mothers and will survey results.

## Introduction:

Learn a language other than mother tongue has become one of the necessities of the current era, we are keen to learn a second language enables us to connect with others, especially the learning of English imperative and we are keen to teach our children English proficiency with the education of children of non-native language again before the age of four and by the command of well for mother tongue may cause some negative effects on the mother tongue in this research are trying to shed light on the effects of learning a language At an early age.

There is no doubt that English is the most common languages in the world. Because of the four people in the world can communicate in English. English is the main language of international political gatherings, the official language of 85 from global organizations. The language of many international conferences, and the language of the trading technology and trade and banking and tourism, and the language of the majority of the research and reference and terminology, economy, business and finance, and most newspapers and TV programs, movies and aviation companies and multinational corporations and foreign labour. The language of article 90 on the Internet. Has paid considerable attention to studies and research on the issue of the impact of teaching a second language to mother tongue, especially in the early phase of the age of the children, and this influence not only our Arabic, but developed nations multicultural and multilingual as the United States and Canada, has conducted several studies and research to find out the extent of child language while they learn a second language than their mother tongue. the implications of 2013) bilingual education (Alalm alyoom

## Literature review:

Forget about mother tongue a few years ago, the researcher Marino study on the phenomenon of forgotten language of 41 children in kindergarten through fourth grade who speak Spanish and English, the researcher found differences between kindergarten and higher grades in the use of the Spanish language. The deterioration of the performance of children with access to the fourth grade, and there were no differences between the different rows in understanding Spanish. And tested students after two years, they found that their ability to use English had improved, but has the ability to use the Spanish language. It found that severe cases of oblivion to children using Spanish and English with the same speaker. (Marino Alalm alyoom 3 February 2013)

The appropriate school age showed the results of the study conducted by Al jarf (1997) about the right age to teach children English, 70 sample mothers see the right age to start teaching English to children is the kindergarten stage (before 6), while 10 of the mothers that are age appropriate grade 1 (7-9 years). The appropriate age is 15, fourth grade (10-12), while 5 (category IV) were the right age is first grade average (13-15). Many respondents said that children in the fourth and fifth age receptive language more than adult children aged 10 and above.

In Egypt also made Ashour (1986) research on the type of effect of foreign language learning at an early stage at the level of language development in a child's first language. The study was based on the application of the scale level of language development on a sample of students in grades 4 and 6 who enrolled in kindergarten for two years. The researcher concluded that the level of language delay in children studying foreign languages at an early age from their peers who are studying foreign languages. Furthermore, the negative impact of foreign language learning at an early stage on the growth of the child's first language than with the child's age. This conclusion confirms the findings of Hanna (1967), which, in turn, experience in Egypt on a sample of fourth-graders in public schools are taught in English. The researcher with teaching English to the experimental group by hour. At the end of the period was written tests to measure language skills and other language elements. And reached the fourth grade pupil learning English does not negatively affect the achievement of the Arabic language, but to raise the level of achievement in some Aspects of language including comprehension and expression.

For the implications of bilingual education, the studies conducted in the first half of the twentieth century have confirmed the existence of the phenomenon of language impairments in children who learn two languages. We have adopted these studies and compared children who study one language with children studying languages, and found that they suffer from the limitations of language when compared to the first category. It turns out that shortcomings in the areas of special language abilities and vocabulary and meanings in writing construction rules. I've tried a Professor maknmar (Macnamar) explained by what he termed ' a balance ' where the collection in the second language is always at the expense of the mother-tongue skills, assimilation has been criticized by Cummins (Cummins) when he pointed to the need to consider the time factor for mother-tongue instruction when second language learning tool. In other words, if the number of shares allocated to mother-tongue education little the level students will be without relation to the nature of the materials or the Arabic language learning them. Studies in the second half of this century on the effects of bilingual education together, have come to the conclusion that Children per language whose performance and results were better than the performance and outcomes of children both in clerical capacity. This research also confirmed that the bilingual children with language difficulties and disabilities associated with diligence in order to cope with the bilingual system. In the Arabic States noted the study by Afifi on Egypt (1989) to the negative results of bilingual programs. I meant to study the impact of science in English for students grade 5, and attitudes toward science, as a researcher with the test application competence evaluation in a sample of 575 students divided into two groups: the first is studying science in English and Arabic, science is taught in six primary schools, three schools and three private schools, and public schools to achieve convergence of circumstances and potential school among them. This study concluded that the low level of educational attainment in the first group that examined science in English, while the second group that studied the Arabic language sciences high level of educational attainment.

### **Significance of Research:**

The significance of this research is to know the negative effects on teaching children a second language than their mother tongue by their command of their mother tongue, those implications relating to such effects of poor children in mastering different skills mother tongue.

### **Research Question:**

What are the implications for teaching children a second language than their mother tongue at an early age?

Research methodology:

I visited the international school and kindergarten students noticed and the fourth age and under age 1-weakness in writing letters to mother tongue correctly 2-typing Inverted letters 3-weak in the keep and differentiate between the character and the other non-mastery of reading an alphabet 5. lack of proficiency in the mother tongue and alphabet spelling on the other side have mastery of the language characters gained and fluent reading an these characters and written well, spelling and save multiple words from the language learned as you make questionnaire for Mothers of children The results of the questionnaire are as follows:

40% mothers caused their children to language schools at the age of 3 while 40% mothers caused their children aged 4 years and 20% caused their children to schools teaching languages over the years, either by the language proficiency acquired very well was 100%, and the result was to focus on any of the more than 80% languages, said the focus on the language gained 20% said the focus was on both , And to gain the child's language skills were there low language skills from reading an, writing and spelling in children result was 80% answered Yes and 20% responded not so much in the question of do you see that focus on the education of the child's mother tongue weak answers were 80% Yes No 20% .

### Ethical considerations:

Was the study on kindergarten and their gaffes and distribute a questionnaire to mothers of children keep smiling school names students secretly .

### Limitation of the research:

I make a study of the kindergarten in one of the language schools and popping me good results, if you work on different schools for better results.

### Expected results:

Search result after the reviews were as follows:

1-weakness in writing letters to mother tongue correctly 2-typing Inverted letters 3-weak in the keep and differentiate between the character and the other non-mastery of reading an alphabet 5. lack of proficiency in the mother tongue and alphabet spelling on the other side have mastery of the language characters gained and fluent reading an these characters and written well, spelling and save multiple words from the language learned .

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## Appendx:

1- From what age your child started learning the language gained ?

3 years            4 years            Exceeds four years .

2- Have you mastered your language and became well versed ?

Yes                    No                    Not well.

3- You had to concentrate on teaching your child the the mother tongue or the language gained ?

The mother tongue            The language gained            on both.



4- Do you notice your baby has a weakness in his own language skills compared with the acquired language skills ?

Yes                      No                      Not much.

5- In your opinion, did the focus on teaching your child to mother tongue weak?

Yes                      No                      Weak little.