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Title: English in the fourth elementary contract language or cultural change

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Abstract

We'll talk in this search for entering the English language curriculum for Saudi students in the fourth-row Primary

And delay entering the English language curriculum at the Ministry of Education and the opposition of some parents and teachers Arabic language curriculum for fear of the mother language of the Koran and the impact on the shares of Arab materials and the difference between the students who have studied the curriculum and who have graduated before examining the curriculum and the entry of the language to be the

The language of communication among other peoples while preserving the culture of Saudi society and the lack of English teachers and lack of developmental levels

Hafr al-Batin in the city, there were 13 personal interviews with a person of the male students and teachers, including group and by officials to see the benefits

And problems, notes that faced the entry of English in the fourth-grade elementary Students Saudis.

Introduction

The Ministry of Education in Saudi Arabia on December 10, 2011, the application of English in the primary school curriculum, starting from fourth-grade primary. The decision came late to the importance of English as the first language globally. And keen on this topic, because I one of the students who did not serve them luck during the primary stagey learned the language of primitive stage medium example letters and colors and kinds of fruits. And I went to private institutes to develop my language and some civil result of his children to schools of their eagerness to master the language and communicate with other people and its important role in the technical means for these reasons that I chose the theme of this search.

Literature review

A good move by focusing on young people because the mind at this stage to accept the thought and knowledge and information is easily established. It is noted that the new approach would avoid past mistakes by adopting rules on teaching theory that came out students studied the language without mastering. Better for the study to take care of the talks. She described the cultural definition language tool, but should be kept in Arabic with the rehabilitation of cultured coming generation. Eventually, the decision of the Ministry of Education correct decision and positive in principle provided the application of a good mechanism.

(Dr. Ibtisam al-Tamimi Aleqtisadiyah newspaper June 2011 number 6459) (Assistant Professor, Faculty of Arts at the University of Princess Noura Abdul Rahman girl)

"Through the past few years to study English signs looming the horizon after her experience in Qassim cities, Riyadh, Jeddah and the Eastern Province. Knowing they did not assess adequately, but communicate with teachers gave good results and acceptance among students and Hamas to learn the language and become noticeable progress in the academic level of the students was conciliator from the Ministry of Education's decision despite the delay in doing so. On the one hand, some impact of the English mother tongue some countries have made progress not been affected by "the identity of their native language."

(Khalif Khalaf Al Harbi Aleqtisadiyah newspaper June 2011 number 6459)

(Supervisor English language education in Riyadh)

"The problems faced with the scarcity of teachers of English language and there are a few not enough to the needs of teaching and must begin teaching in the primary grade teachers with rehabilitation specialists and we have the patience to study problems as the default in the beginning years, but better than to forget the subject. We need to work hard to solve the problem of lack of teachers through educational supervision of trained teachers in addition to Optaathm to develop their language

Abroad".

(Dr. Ali Abdul Khaliq Al-Qarni Aleqtisadiyah newspaper June 2011 number 6460)
(Director General of the Arab Bureau of Education for the Gulf States)

"Language English universal and must be learned which is specialized modern technology is forcing others to learn in order to communicate with the means to provide information quickly and this does not affect the innate language because they are acquired and are dealing with it as starch and the third stage is the stage favorite, where the student distinguishes the language to reach the age after the ninth At this stage receives single language. The weakness of middle school and high school students to learn the language given at a later stage."

(Ashoan al-ashoan Newspaper Aalyaum May 23, 2003 number 10934)

(Head of Public Culture East teaches)

Significance of research

The importance of this research has been associated with the importance of the English language you use a universal language and excelled Arab countries, many notably neighboring countries to Saudi Arabia, which was delayed in language teaching and Also delayed the introduction of the curriculum for elementary school students starting from the fourth year and the language, is more important than some of the material.

Such as science, geography, art and drawing). Suffering from a lack of language) teachers and affected students who were not able to study and opposition from some Arabic language teachers to keep the original language.

This research will give the attention of officials in the education and development of young people a language to be the language of touch with others while retaining their culture and patriotism.

How can we convince wary of the need to teach English?

Research question

- 1- I's introduction of English in the fourth primary connection or cultural change the language?
- 2- Is it delayed the Ministry of Education in Teaching English to elementary school students?
- 3-Why has allocated the Ministry of Education for entering the language starting from the fourth-grade primary?
- 4- Why Aren't a class of people to apply the decision of the Ministry of Education?

Research methodology

Search for teaching English to elementary school students in the center of the fourth primary. And the early incorporation of the language and its importance and the comparison between the fourth-grade students who have studied English and who have not studied the language and want to study advanced classes. And the opinion of the pro and exhibitions of some of the people as the development of a child's mind in terms of pronunciation, writing, listening and learning conversations with other people and there are some parents and educators geared for their private teachers of Arabic mother tongue.

In Saudi Arabia, specifically in the city of Hafr al-Batin I visited Saad bin Abada Elementary School and met with the principal of the school for an interview direct and personally. The participants in this research the school principal and the number of a teachers Arabic language and number three teachers English one of various Arab nationalities number one observer directing the Ministry of Education in English number 6 grade students fourth primary studying English curriculum aged (9- 10) years the number of 3 of the students taught them a teacher of Arab nationality of one of the students had been staying with his father in Washington before moving to Hafr Al-Batin.

Three students have already studied in school before the addition of English and their transition to advanced classes. Aged (13-14 years), all males

And have access to the English curriculum for the fourth-grade primary.

Then it raised 15 divided question the teachers of Arabic and teachers English and observer and directing the Ministry of Education and director of the school and the student who was staying in Washington and on fellow students who have studied English for the adoption of the curriculum and the students who have not studied the new curriculum for language.

So get out a variety of answers and positive result.

Ethical considerations

A personal interview with the school, student teachers and officials I was not interested in the name of each person, and also I'm not interested in determining the classroom.

Limitations of research

An accreditation, research study on the interview with the only male category of teachers, administrators and students of the fourth primary showed good results, but if we went to school for female appeared better results, but customs and traditions in Saudi Arabia do not allow the entry of girls' schools. And also if we went eligibility for schools' results will become better and more accurate and wide of the multiplicity of English materials.

There Schools International gives intensive English for their students and the high demand by parents for the great interest in English.

Moron and students in the language through speaking and writing, listening and excel on the stages of public school students.

Who has difficulty in speaking and writing and ashamed to talk about fear of mistakes and vocabulary words?

The difference is clear between the civil and public schools and International to learn English.

Expected result

After writing this paper we got the following results

First: The Arabic language teachers opposed to the entry of the curriculum and the reason that the entry of English will reduce the quota of Saudi materials in their eyes.

Second: consider that the establishment of the primary school student and entering the English stage a mistake made by the Ministry of Education since the founding of the most important student in the mother tongue (Arabic)

And where the role of the Arabs in the protection of their language ?

Third: The entry will overcome the English language of the Koran and the Hadith, and the language will be essential in the future.

Fourth: The English language would disrupt students and undermines confidence in the Arabic language and lose their culture in the future.

Fifth: an official of the Ministry of Education teachers, complains about the lack of English and illustrates the rehabilitation of English teachers by the study curriculum Shi essential part of the ministry and options

Sixth: The headmaster sees Hamas and the interaction of the jurisprudence of the students learn the language.

Seventh: English teachers believe the delay teaching English in Saudi Arabia lot and enter the curriculum to be in touch with others while retaining the current culture in the language of the community.

And enter the language support to be the language of the Arabic language without affecting them.

The English version of the Arab nationality teacher, his students, are superior, and the reason is due to study at the Institute

(Kaplan International in London) and shred explains the curriculum for his students.

Students who did not learn the English language and age (13-14) their language and very weak Aegon correct pronunciation of English letters and admit that the reason for the weakness of their language and the Ministry of

Education.

Eighth: students who between the ages of (9 -10) years

Much better than students aged (13-14) through speaking and writing, pronunciation, the level of very good.

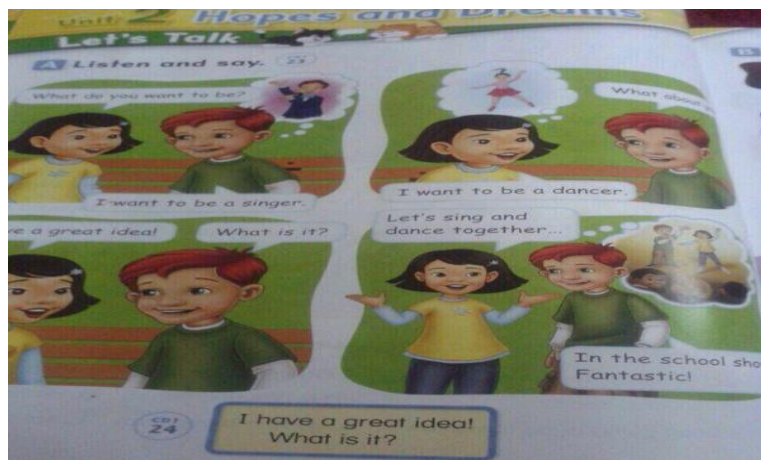
Ninth: A student who was staying with his father in Washington, learning the language through direct communication the children of the neighborhood

And fluent exits fluent letters and superior to other students' pronunciation

Finally: there are some observations on the modern approach to the language, their objection by parents and some teachers on curriculum leafing through the pages, and you choose your next picture to document the objecting parents and teachers

They ask this curriculum development?

And where Islamic morals?



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Appendix

(Interview Questions)

1- Is English entry at the expense of basic religious materials such as science or Arabic?

2- What do you think of others in learning the language?

3- Are seven classes a week is sufficient to understand the language?

4- Why did the English entry on the education curriculum?

(Two questions for Arabic language teachers)

5- Why oppose the entry of the English language curriculum?

6- Why is English not the language of communication in your opinion?

7- Do I need travel only in the language? What is your comment?

8- Who are the beneficiaries of the slide learn the language?

9- What percentage of the listening, speaking upon which the curriculum?

10- Is the curriculum appropriate for elementary school students?

11- Who is responsible for the rehabilitation of non-Saudis and the weakness of their teachers?

12- what is the purpose of teaching the material in the primary stage?

13- How do you evaluate the experience of studying English during the first three years ?

14- What are the main pros and cons during the first three-year phase of the application of the curriculum?

15- What are the causes of linguistic weakness among students aged (13-14) ?

It is causing this?