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A Descriptive Case Study to Identify the Impactful Instructional Strategies that Support Arabic Students between Six to Twelve Year Olds in Becoming Proficient in the Development of Oral and Written Arabic Language

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ABSTRACT

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A DESCRIPTIVE CASE STUDY TO IDENTIFY THE IMPACTFUL
INSTRUCTIONAL STRATEGIES THAT SUPPORT ARABIC
STUDENTS BETWEEN SIX TO TWELVE YEAR OLDS IN
BECOMING PROFICIENT IN THE DEVELOPMENT
OF ORAL AND WRITTEN ARABIC LANGUAGE

Committee Chair: Barbra, Hill, Ed.D.

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There are many Arab families who come every year to the United States either to study or to work. Most of these families have school-age children who were born in the United States or in their native countries. Accordingly, most of them have plans to go back to their countries, and a few are staying in the United States. The absence of communicating in the Arabic language might cause a big problem to their children upon returning to their native country.

This mixed-methods study focused on the impactful instructional strategies that support Arabic students between 6 to 12 years old in becoming proficient in the

development of the oral and written Arabic language. The central research question was: what were the instructional strategies that helped Arabic students become proficient in the written and oral Arabic language when they have limited Arabic language skills? The research concluded that Arab children will not reach Arabic language proficiency without collaboration among teachers, administrators, and the most important key element of parental engagement.

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OF ORAL AND WRITTEN ARABIC LANGUAGE

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

BY

ALAA NAJJAR

DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF FIGURES vii	
LIST OF TABLES	viii
LIST OF ABBREVIATIONS.....	ix
CHAPTER	
I. INTRODUCTION	1
Purpose of the Study	4
Statement of the Problem.....	5
Definition of Variables	5
Research Questions.....	6
II. LITRETURE REVIEW	8
Language Immersion of Arab Students	9
Technical Tools.....	12
Attendance at All Arabic Speaking Schools, Sunday Schools, and Regular Schools	13
Arabic Home Schooling.....	14
Parent Support for the Arabic Language	15
III. THEORITICAL FRAMEWORK	17
Definition of Variables and Terms	20
Relationship among the Variables.....	21

CHAPTER

Limitation of the Study	22
IV. RESEARCH METHODOLOGY	23
Rationale for the Study	23
Research Design	24
Description of the Setting	24
Sampling Procedures	24
Working with Human Subjects	25
Data Methods/Instruments.	25
Data Collection Procedures	27
Data Analysis Strategies.....	27
Establishing Data Validity and Reliability	28
Summary	30
V. FINDINGS	31
Purpose of the Study.....	31
Findings by Research Questions	31
Summary	42
VI. FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	43
Findings.....	43
Implications.....	48

Recommendations	50
CHAPTER	
Summary	51
APPENDIX	
A. Teachers' Interviews	53
B. Student Survey	56
C. Classroom Observation Forms.....	57
D. Parent's Survey	68
E. Consent for Participation in Interview Research	70
F. Survey Charts.....	71
REFERENCES	72

LIST OF FIGURES

Figure

1. Relationship among the variables 22
2. plans to go back to your country..... 33
3. Main reason you are interested in teaching your children the
Arabic language 33
4. Check all modalities below that you used to teach your children
the Arabic language 35
5. Responses to the question regarding teaching your children
the Arabic language?..... 38

LIST OF TABLES

Table

1. Estimate the Current Proficiency of your Children in
Writing, Reading, and Speaking..... 37
2. Implications for Best Practices to Support Students Learning
Arabic Language49

LIST OF ABBREVIATIONS

Apps: Software application: typically a small, specialized program downloaded onto smart devices

CAA: Classic Arabic Approach

CA: Classic Arabic

CHAPTER I

INTRODUCTION

There are thousands of Arab families who come to the United States either to study or work. Most of these families have children who are attending American public schools that teach only English as the primary language. Additionally, many Arab children become citizens of the United States while their parents attend school and work, and English becomes their primary language. Living in the United States for a long period of time means becoming more enculturated to a new way of life. For many young Arabs who live here, they begin to assimilate and take on many of the ways of the American culture. Most of them are returning to their homeland, which means they will have to interact with others in their native Arabic language. Moreover, they will be obligated to assimilate to their former culture by using both the spoken and written language. It becomes critical to understand other people's perspectives as an essential component for communication. It is for that reason most of the educated parents strive to teach their children Arabic, at least the spoken language, prior to returning to their home countries. To avoid the perceived negative impact of American culture and speaking the English language, Arabic parents have the obligation of teaching their children the Arabic language before returning to their native countries. This is especially true for those Arab children who are born in the United States.

To illustrate, according to Gerken (2009), “If you have ever spent several days, or even several hours, in a foreign language environment, you know the feeling of relief and pleasure that comes when you are again able to use your native language” (p. 2).

Apparently, “Language is so much a part of most of our lives that losing its use, even for a short time, can feel like the social equivalent of oxygen deprivation” (p. 1).

Communication without stumbling blocks makes human interactions much easier.

One of the most significant reasons for teaching Arab students their native language before returning to their homeland is to build for them the capacity of acceptance of their Arabic education, which is offered entirely in Arabic. As Faulkner (2011) asserted in his study, “Many children lack interest in their education because they’re missing some degree of personal connection to the things they’re learning” (para. 6). “Obviously, learning the native language helps connect the children to their ancestors and culture in a way that many other things don’t” (para. 7). “Language also helps foster a sense of belonging. Without an understanding of the language, many children will struggle to fit into their communities and/or their schools” (para. 8). Naturally, they will feel that they belong to the culture if they acquire its language by having the ability to communicate without any difficulties.

Arab parents living in a foreign country should find ways to teach their children Arabic as soon as possible. Significantly, Karashen (1987) indicated that “Childhood generally achieves higher second language proficiency than those beginning as adults” (p. 43). Hence, it helps them to become bilingual. According to LanguageLazird (2011), “Bilingualism helps us better understand the structure of languages and can give us an in-

depth view of another culture” (para.1). The proper environment of learning Arabic at an early age gives the child the opportunity to be proficient in the spoken accent like the native speaker. Accordingly, Languagelizrd (2011) stated the following:

Young children have the possibility for exposure and input from many different influences: parents, teachers, peers, and extended family. When both teacher and parents are on board with language learning, then children can be given language exposure, support, and interaction all day long. (para. 6)

Additionally, teaching children Arabic means protecting them from culture shock. To illustrate, upon returning to their homeland, the children will discover just how different life is in their native country. After being immersed in English and American culture, entry back into their homeland will mean interacting with family and meeting new friends whose native language is much different from the American culture. Further, from the religious perspective which is a critical component of the Arabic culture, they would have to know how to read the holy book (Quran) as a part of their religion.

Today, the reality of living in the United States for people coming from Arabic countries and other Middle Eastern countries is that Muslims are pressured to pass on to their children the language and culture shared by locals because of families. Additionally, “The Arab community feels the pressure to abandon their home language or dialect for English. The fear of being viewed as an outsider place parents in the untenable position of yielding to their children learning and speaking English, but this is often at the expense of abandoning the home language or dialect” (Robinson & Jones-Diaz, 2005, p. 107).

While globalization and the dominance of English are on the rise, the fact remains that, “Language is a significant marker of identity, and identity is inextricably linked to the ways in which we understand others and ourselves” (Robinson, & Jones-Diaz, 2005, p. 107).

Further, Arab students might experience the stress in their transition to Arabic education because of the many barriers that stand between them and the mastery of Arabic Language. Most of these obstacles have more to do with feelings of anxiety, self-consciousness, and fear of standing out than the actual language (McMahon, 2012). This stress probably will cause the children to experience anxiety, which creates a lack of motivation. It would be hard for them to stay motivated to learn Arabic or even be motivated to achieve growth in their academic life (McMahon, 2012). Additionally, the children may be torn between the English language that has been taught several years and their mother tongue, which was supposed to be learned (McMahon, 2012).

Purpose of the Study

The purpose of this descriptive case study was to determine what teaching practices can help Arabic students’ families living in the United States become proficient in the classic written and oral Arabic language prior to returning to their respective countries. At this stage of the research, the importance of learning Arabic for children who live in the United States will be defined generally as teaching students who are studying English Arabic language. Language development meets many human needs on various levels: social interaction, academic learning, and the need to understand the cultural elements of one’s surroundings. The need for students to learn their native

language is critical for their academic success as well as their survival in a country where only their native language is spoken.

Statement of the Problem

Learning multiple languages builds creativity in a child's brain. In addition, being proficient in the heritage language is significant for children to be connected with their culture, family, their past, and their future from several sides. For instance, they could have the benefits of learning their mother tongue economically and in their future careers. However, many Arab families left their countries and came to the United States to study or to work. Accordingly, most of them are planning to go back to their countries. Additionally, most of them let their children study in American public schools that teach English as a primary language. Those children are proficient in English but they do not have Arabic language skills. In this study, the researcher examined this issue by using mixed-methods approaches involving some Arab students, Arabic language teachers, and the multilanguage school director.

Definition of Variables

Dependent Variable

Arabic Proficiency is the extent to which 6 to 12-year-old Arabic students effectively become proficient in the Arabic language, while living in the United States and become proficient in written and oral Arabic for the first time.

Independent Variables

Language Immersion of Arab students is defined as a technique for assisting students to understand the language of the majority population while maintaining their native language and culture. In this study, it is used to engage Arab students who currently do not speak their native language, to become immersed into the Arabic language in order to assimilate upon returning to their various Arabic countries.

Technical tools are defined as various devices (such as computers and I-pads) used to teach Arabic language skills and the extent to which such technical devices and programs can assist Arabic learners to be proficient in their native language.

Attendance at all Arabic speaking schools, Sunday schools or regular schools is defined as the extent to which attending either of the Arabic school settings or even summer programs might help Arabic learners master their own language.

Arabic home schooling is defined as the extent to which home schooling can help Arabic students be proficient their native language.

Parent support for the Arabic language is defined as the extent to which parent support can help their children overcome their difficulties in being proficient in Arabic and become familiar with at least the oral communication skills.

Research Questions

Research Question 1 is the central research question; research questions 2 through 8 guided this research study.

- RQ1: What are the instructional strategies that help Arabic students become proficient in the written and oral Arabic language when they only have limited Arabic language skills?
- RQ2: What are the benefits of language immersion of Arab students into the Arabic language before they return to their countries?
- RQ3: How do students use technical tools to assist in improving proficiency in the written and oral Arabic language?
- RQ4: How effective are technical tools at improving Arabic students' proficiency in the written and oral Arabic Language?
- RQ5: How does speaking English at home hinder Arab children from being proficient the Arabic language?
- RQ6: How does home schooling impact the ability of Arab students to acquire the Arabic Language?
- RQ7: How do parents support their children to become proficient in written and oral Arabic?
- RQ8: Which are the most frequent used instructional strategies to help Arabic students become proficient in Arabic in the United States?

CHAPTER II

LITERATURE REVIEW

One of the most significant benefits of studying abroad is acquiring another language and meeting people of different cultures. A number of students come to the United States to study. Most of these students bring their families with them. This means that they will acquire the English language. At the same time, their children who are going to American public school will have the benefit of studying professional English. This study is focused on a select group of Arabic families who have matriculated to America and their children. The challenge is that most of these Arabic children do not use their native language which is Arabic. They, in addition, speak with their parents in English. This study focuses on the importance of teaching Arab children Arabic in the United States in becoming proficient in both English and Arabic. The researcher has identified the following variables as vital components of this study. Each one has an impact on developing proficiency of the Arabic children in the development of the Arabic language:

1. Language immersion of Arab students
2. Technical tools
3. Attendance at Sunday schools or regular schools; Attendance at all Arabic-speaking school

4. Arabic home schooling
5. Parent support for the Arabic language

Language Immersion of Arab students

In the public schools education system in the United States, there are many international students from countries all around the world. Dual immersion programs aim to teach the students English and another language for literacy and content instruction equally during the school day. According to Howard, Sugarman, Perdomo, and Adger (2005),

The programs provide the same academic content and address the same standards as other educational programs. They provide instruction in the two languages over an extended period of time, from kindergarten through at least fifth grade.

Instruction is in the partner language at least 50% of the time. (para.1).

However, if educators want to teach students Arabic and English, the ideal procedure is to immerse them into the language so that they can be bilingual, promote the benefits of learning their native language, and at the same time, boost their English language, the primary language in the entire world. Lee (2014) stated the following:

Children's social relationships are at the forefront of pedagogical decisions and language policies. The social possibilities that children saw by using English framed the language choices they made during interactions among themselves and also with adults. Children chose to speak in the language that enabled them to do more in a given situation, for instance, use Arabic to form a community that excluded others..., or use it to be the classroom teacher in playing school. (para. 1)

According to Al-Mamari (2011), embedding oneself in the culture is another potent strategy for teaching Arabic. There is a lot to be said about immersion programs. It is important to note that immersion does not simply mean going abroad. There are many people who have gone abroad and have not learned more than they could have if they had stayed in the United States and taken a summer course or studied on their own.

Immersion requires a willing submission, which usually involves some pain and sacrifices to inaugurate one's self in the language and culture. It also requires a conscious effort to build around the children a context that they are interested in and that is relevant to an individual so that they are interested in it and not forced to learn the language.

Significantly, one of the most important advantages of the immersion program is that children for whom English is a second language get the opportunity to learn to read and write in their native language, and as a result, gain access to higher language and higher cognitive skills. Immersive experiences provide an "extremely important intellectual boost and one that children who enter school with limited English language skills and who are solely exposed to reading in English can miss out on developing" (Steiner, Parker, & Hayes, 2009, p. 159).

In the United States' public education system, educators lean on technical tools to support students' learning. To illustrate, they use smart boards in addition to the Internet for all classrooms. Also, they use the computer to teach students English as the second language (ESOL). Further, teachers contact parents and students via social media or via apps. Accordingly, in some schools, students take classes via Skype so they do not have

to go to school every single day. Significantly, technology can save time and support the education system, and teachers can teach children the Arabic language easily.

According to Nemeth and Simon (2013), teachers must use as many tools as possible to help foreign language meet the language needs of all children. In addition to books and other materials on hand in the classroom, technology tools help teachers to find multilingual resources and create activities and materials that can be adapted quickly and inexpensively to meet students' language needs. Also, software applications for the computer, phone, or other electronic devices and interactive websites can support children's dual language experiences. Nemeth and Simon mentioned different ways of using technology to teach their children. These ideas include the following:

Use a digital camera to capture photos and videos of things in the environment that are familiar to the children. Using recognizable photos and videos to create games and manipulatives can help children who do not speak your language to have a better understanding of concepts you are teaching. Make your own electronic games. Interactive whiteboards and multitouch tables provide wonderful opportunities for you to create activities and games using your own creativity and expertise. You may even be able to adapt any original games and materials you have already created to work on IWBs and multitouch tables. The developers have made it fairly simple for teachers to create their own experiences, and you can add new languages whenever you need them. (p. 50).

In the Integration of the technology into foreign language teaching, Altun (2007) argued that "Using technology in foreign language learning and teaching is useful for

both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms (p. 22). He also suggested that “Using technology has positive effects on teaching and learning” (p. 22). This is especially true of the English language. Younger teachers and students are good at using technology. They are usually engaged with technological tools and often learn the target language through some use of technology. Traditional methods of teaching languages are no longer motivating and enjoyable for learners. In fact, learners are more interactive and more prone to learning outcomes that bring about efficient results when they learn another language via technology. According to Altun (2005), technologically-based learning outcomes could lead to “satisfaction for both teachers and learners” (p. 23).

An article by Alcock (2010) demonstrated some ideas on how teaching Arabic language can be done meticulously. Consequently, technologies can encourage these kinds of learning outcomes. Alcock suggested many strategies that can be used to teach Arabic effectively; one of these ideas is taking a short audio clip, transcribing it phonetically, and then analyzing it to see if there is a Classical Arabic Approach (CAA).

CAA is used where the dialect is used, and illustrates how the two differ and overlap phonetically, lexically, morphologically, and syntactically (Al-Mamari, 2011). This may help students build a strong ear for Arabic and begin to understand how CAA and the dialects interact. For instance, technologies give students great access to the Arabic language and culture in all of its forms such as videos, music, and blogs. These things provide much information on everything a person might have to know. However, one should not just go on line and randomly find things that may or may not be relevant

to learning Arabic, because students might find themselves unable to understand the language or unable to translate the language. As a result, students may become discouraged in learning the language.

**Attendance at all Arabic Speaking Schools, Sunday Schools,
and Regular Schools**

Extracurricular afterschool activities and Sunday or Saturday schools could be a great technique to provide children extra courses. Public schools in the United States provide extracurricular activities as fundamental education activities which the students use to build and support their brains.

In her article, Churchill (2016) suggested that, “One thing is clear—children do not automatically become fluent in Arabic just from hearing it at home. It takes an effort for children to be fluent in Arabic” (para. 9). “If parents encourage their children in a supportive manner to use their home language within the family, this tendency can be overcome” (para. 14).

According to Churchill (2016), there are several ways that parents can support their children in being proficient in Arabic, for instance, “shopping around to find the best Saturday school in their area, or finding a friend or neighbor who can provide private lessons during weekends. However, Churchill suggested that families who live in places where there is not a large Arabic population use the Internet and satellite TV to provide the CAA to their children. She additionally suggested ordering Arabic books and children’s resources, or accessing kid’s cartoons from the Middle East, which are all, amusingly, dubbed in the classical language.

Arabic Home Schooling

Corey (2010) stated, “Home schooling is not about recreating the classroom at home. It is about creating something absolutely brand new and unique; about fostering an environment, which is conducive to learning, regardless of material, location or method” (para.7).

According to Dahan and Al-Issa (2011), parents have a significant role in creating an Anglophone environment for their children from a very early age. Usually, those parents have awareness of the important role of bilingualism and its potential for opening educational and economic horizons for their children, Arabic, in many cases, loses its role as the mother-tongue and the language of one’s heritage. Dahan and Al-Issa wrote,

While this should not be interpreted as a conscious or a deliberate attempt at marginalizing Arabic, in fact, many parents are aware of the effect of English on their children’s Arabic, the obvious result is that these children will grow up thinking English is the natural language to use for both communication and education. Against such a sociocultural background English has gained a major status before children are even introduced to it at school. Arabic on the other hand, is increasingly introduced as a minor subject relegated to the areas of social studies and religion. (p. 33)

Interestingly, in the United States, Arabic is one of the few languages offered in institutions of learning. According to Haneef (2015), “The director of Arabic at Jumeira Baccalaureate School warned that many young Arabs in Dubai lack even the most basic skills in the language” (para. 2). Haneef asserted, “Young children are not being given

enough exposure to the language” (para.3). Accordingly, parents and educators must be encouraged to teach their children Arabic before they return to their countries.

Parent Support for the Arabic Language

In children’s lives, parents usually are the first components who have a hand in shaping their social and learning environment. Parents provide their children the support they need to progress and empower them to strive for a better future for themselves. The first thing that the children acquire from their parents is the language. They take the first words from them and they build their vocabulary based upon what they hear from them. Families who live outside their countries must build the relationship between them and their native countries culturally and socially.

In her article entitled *Why Should Parents Talk to Their Children in Their Native Language*, Mumy (2013) explored the reasons why parents must speak with their children in their native language, that is, the language in which they are likely to be proficient. She also added,

Children with strong first language skills are more ready, willing, and able to learn a second language. This implies that it is difficult to build a second language in children if the first language foundation is not established and supported while the second language is being learned. (para.6)

As Al-Mamari (2011) indicated, building an “ear” for the language is important; it is not just about being able to hear and distinguish sounds, though that is important, as is pronouncing them correctly. There is a funny thing about listening to a language. The

order is not always the “logical” system we expect, but rather these processes: listening, comprehension, and expectation of what will come next, are happening simultaneously.

Students have to expose themselves enough to the language, in all its forms, for their minds to have expectations of what will be said before it is said, or as it is said. This happens in a similar manner to how a child memorizes books and movies and then parrots them flawlessly. That having been said, some memorization can go a long way for students. Though this is definitely not a plug for going back to memorization, it is more about encouraging students to realize that individuals always memorize parts of language through association. For instance, this can be done through songs, sayings, and encouraging them to do that with Arabic as well. Learning to interact with CAA and dialects are never distinct entities; they are always interacting with each other and even influencing one another (Al-Mamari, 2011).

It is important to know that children will not automatically become fluent in Arabic just from hearing it at home. It takes an effort for children to be fluent in Arabic.

CHAPTER III

THEORITICAL FRAMEWORK

One significant theory in learning a new language is *learning acquisition* (Krashen, 1983). This theory has been one of the most profound foundations of learning a second language. According to Krashen, meaningful interaction is the most important content in learning new language. In this case as Krashen has indicated, speakers are usually focused on messages that they want to send. In his book, Krashen added that the best methods are providing the comprehensible input in low anxiety having the information that the learners want to hear. Actually, Krashen pointed out that these methods are not forcing learners to produce specific information or correcting their mistakes. As indicated by Krashen, there are five Hypotheses which are the central to an overall theory of second language acquisition; the first one is the acquisition-learning hypothesis. To illustrate, children can utilize the language by acquiring their first language, which is a subconscious process. Further, they can learn the language or know about the language which is a subconscious process. Specifically, when students learn, they know that they are learning or trying to learn. Children go to school knowing that they will learn a new language and they try to practice the new words at home.

The second hypothesis is the *natural order* hypothesis. According to Krashen (1983), children learn the rule of the language unpredictably. Accordingly, there are some rules that come before others, and the rules will come one by another gradually without restriction.

Third is the *monitor* hypothesis; this hypothesis depends on acquiring and then mentoring the language. To explain, when people start to acquire the language, they do not recognize the rule of the language or even grammatical issues. However, after they have learned the basics, they start to monitor their language and try to focus more on their language development.

The fourth hypothesis is the *input* hypothesis. Krashen (1983) claimed that people acquire the language by understanding the messages or the comprehensible inputs. These messages, as Krashen indicated, usually do not contain grammar rules or required structures. According to Krashen,

The input hypothesis has two categories: (a) Speaking is a result of acquisition and speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input; and (b) If input is understood and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along with the nature order; it will be provided in just the right quantities and automatically be reviewed if the student receives a sufficient amount of comprehensible input. (p. 4, para. 4)

The fifth hypothesis is the *affective* filter. Although the comprehensible input is very important in acquiring the language, it is not sufficient. According to Krashen (1983), acquiring other languages requires to be open to the input. Significantly, Krashen (1997) suggested providing books in both targeted languages in order to become proficient in both. Krashen added,

With a good supply of books in both first and second languages, students can go far beyond the 50th percentile. It is possible that we might then have the Lake Wobegon effect, where all of the children are above average, and we can finally do away with the tests and put the money saved to much better use. (p. 5).

The other important theory is the cognitive development theory. Vygotsky (1978) claimed that child development is independent of the learning process. Accordingly, Vygotsky said, “Learning is considered a purely external process that is not actively involved in development. It merely utilizes the achievements of development rather than providing an impetus for modifying its course” (p. 79, para.2). As he indicated, the education process and understanding, the development of the ideas, analytical of physical causality, and mystery of logical forms of thought all occur by themselves without any tutelage from school learning. Additionally, according to Vygotsky, “The second major theoretical position is based on the concept of reflex, an essentially old notion that has been extensively revived recently... development is viewed as the mystery of reflexes; that is, the process of learning is completely and inseparably blended with the process of development” (p. 80, para.4). Vygotsky further discussed the “Zone of Proximal Development.” He suggested,

A child's actual developmental level defines functions that have already matured, that is, the end of products of development. If a child can do such and such indecently, it means that functions for such and such have matured in him/her. The Zone of Proximal Development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. The actual developmental level characterizes mental development retrospectively, while the Zone of Proximal Development characterizes mental development prospectively. (p. 86, para.3)

“Human learning presupposes a specific social nature and process by which children grow into intellectual life of those around them” (Vygotsky, 1978, p. 88, para. 2).

Significantly, “Children can imitate a variety of actions that go well beyond the limits of their own capabilities. Using imitation, children are capable of doing much more in collective activity or under the guidance of adults” (Vygotsky, 1978, p. 88).

Definition of Variables and Terms

Dependent variable

Learning Arabic is defined as the extent to which Arabic Students ranging in ages 5 through 12 years communicate both orally and non-verbally effectively in becoming proficient in the Arabic language while living in the United States and learning Arabic for the first time.

Independent Variables

Language Immersion of Arab students is defined as a technique for assisting students to understand the language of the majority population while maintaining their

native language and culture. In this study, this term is used to engage Arab students, who do not speak their native language fluently, to become immersed into the Arabic language in order to assimilate upon returning to their various Arabic countries.

Technical tools are defined as various devices (such as computers and I-pads) used to teach Arabic language skills the extent to which such technical devices and programs can assist the Arabic learner to become proficient in the Arabic language.

Attendance at Arabic speaking schools, Sunday Schools or regular schools is defined as the extent to which attending Arabic school settings or summer programs might help Arabic learners master their own language.

Arabic home schooling is the extent to which home schooling can help Arabic students become proficient in their native language.

Parent support for Arabic language is defined as the extent to which parent support can help children overcome their difficulties in being proficient in the Arabic language and become familiar with at least the oral communication skills.

Relationship among the Variables

There is a significant relationship among the variables. To illustrate, if children have been immersed in their first language, it would be easier for them to accept their language, they would be motivated to learn more, and they would be interested in reading and writing the language. In addition, if parents support their children by registering them in Sunday school and at least speak with them in their language, it would build their ability to learn the language. Figure 1 illustrates the relationship between the variables.

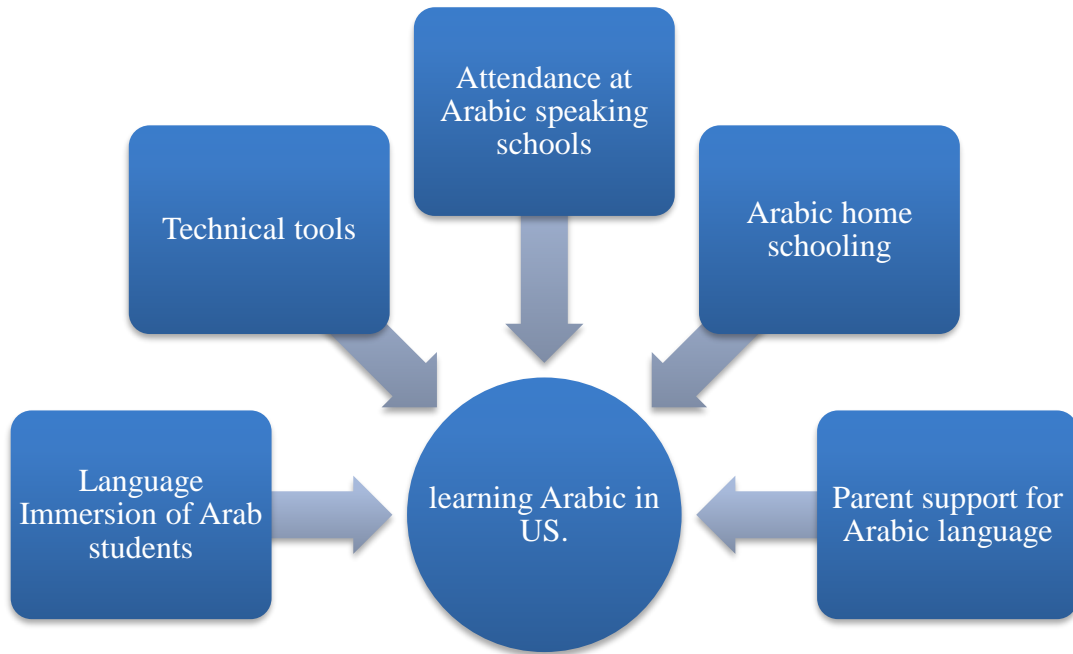


Figure 1. Relationship among the variables.

Limitation of the Study

The researcher interviewed only two Arabic language teachers at different schools. In addition, the researcher interviewed one multicultural school director. The researcher observed only four Arabic classes. Hence, the study findings were limited and the research results cannot be generalizable. Interviewing two Arabic language teachers cannot restrict the effective instructional strategies that educators might use to teach students the Arabic language. In addition, observing four classes cannot contain all important information educators might need.

CHAPTER IV
RESEARCH METHODOLOGY

Rationale for the Study

According to Guvercin (2010),

Every language spoken in the world represents a special culture, melody, color, and asset. To everyone, the mother language is certainly one of the most precious treasures in an individual's life. It is a duty and responsibility to preserve it and pass it down from generation to generation (para.2). A child's psychological and personality development depends upon what has been conveyed through the mother tongue. With this in mind, as the psychologists would say, it matters tremendously that language expressions and vocabulary are chosen with care when we talk to children (para.3).

The Arabic language, according to Alcock (2010), is one of the hardest languages to master among all other languages. Therefore, it is the responsibility of the parents to begin teaching their children the home language. Supporting them to become bilingual and professional in their language, upon returning to their home country, the children do not experience difficulties interacting with each other or find difficulties studying with the other Arabic students.

Research Design

Case Study Mixed Methods Approach

In this study, the researcher chose a mixed-methods descriptive case study as the primary research design. The choice of a case study rests on the assertion by Creswell (2013) that a case study can help a researcher study the culture of a given group of people. The primary intent of this research was to determine how the culture works in real-life situations with the children who left their countries at an early age and were educated in English only. Additionally, this study included how language shaped Arab students' culture and how they will face that change when they return to their home country.

Description of the Setting

This research discovered Arabic students in Sunday school located in a metro-Atlanta area in the United States. The study included Arabic diversified students and adult populations—Egyptians, Iraqis, Jordanians, Libyans, Saudis, Syrians, and Palestinians. The Arabic teachers were also from the Middle East countries of Syria and Egypt. There were 61 parents from Saudi Arabia, Syria, and Libya who participated in the research.

Sampling Procedures

The researcher interviewed two Arabic languages teachers. One of them teaches in a regular Arabic school referred to in this study as school "A" and the other teaches level 6 students in Sunday school "B." In addition, the researcher conducted a survey of Arabic students between 6 to 12 years of age. Furthermore, the study conducted by the

researcher included an interview with the director of a multicultural school known as school “D.” The study further included an electronic survey for parents who have children between 6 to 12 years old. The research further included four Arabic class observations.

Working with Human Subjects

All of the necessary ethical standards required while working with the human participants were taken into consideration. First of all, as an international student, the researcher requested the approval from the Sunday school director. Second and the most important, the participants were given a consent form to sign in which they were told about the reason they had been chosen to participate in this study, the benefits of participating in the study, and the risks involved. Moreover, the participants were informed that they were able to leave the study at any time even after commencing the study. Finally, measures were taken to ensure that the participants were fully protected from harm.

Data Methods/Instruments

According to Cohen and Crabtree (2006), case study research often involves the use of multiple methods for collecting data, because the goal of the case study research is to understand the complexity of a case in the most complete way possible. In this case study, the researcher chose to interview teachers and a multicultural school director. Additionally, the researcher did not only survey the students but also surveyed parents who had children between 6 to 12 years of age. In order to reach the best finding, the researcher observed four Arabic language classes.

Interviewing

In this study, the researcher chose structured interviews because the topic has a clear focus and is well-developed to understand the study of how to teach the Arabic language in the United States. By using this type of interview, the researcher learned about the teachers by speaking with them and asking them a few open-ended questions in a self-administered questionnaire. The interviewers in this case study played a neutral role and acted casually, friendly, and inserted their opinions in the interview (Cohen & Crabtree, 2006). The interview questions were between 7-10, depending on the person who was interviewed (teachers or the director).

Open-ended Survey

As Brill (1995) indicated, “The open-ended question requires respondents to compose their answers individually without suggestion from the researcher” (para.13). Basically, in this research, open-ended survey questions were designed for the purpose of exploring and describing the issue or phenomenon about which little is known—studying Arabic in the United States among Arabic students. Answers were not that difficult for students or parents to anticipate or respond to. The hope was to collect data that were not only largely free of assumptions, but also so rich in details and semiotic or associative meaning(s) that it had great potential to result in new or expanded insights which otherwise could not have been achieved through survey research (Brill, 1995).

Observation

The researcher observed several Sunday school classes, observed how the teachers controlled the classroom and directed the student learning, and identified instructional strategies they used.

Data Collection Procedures

After interviewing the two Arabic teachers on February 2, 2018, the researcher transcribed and analyzed the interviews. After that, on February 3, the researcher surveyed the students and parents, analyzed the data, and used code-based methods of the major themes to determine who the participants would be. By February 5, 2018, the data had been coded based on the major themes of the participants' responses. On February 6, the researcher interviewed the director. After transcribing the interviews, the researcher analyzed the data.

Data Analysis Strategies

According to Creswell (2016), the researcher started by analyzing the data multiple times to identify common themes. This step was accomplished by transcribing the three interviews, developing a database, and designing digital notes from the students' answers on the survey. Next, the researcher engaged in the general procedure of data analysis. After the researcher had a general understanding of the database, she began with the process of coding the data. This involved determining what was being said and assigning a code label to a text passage. She then grouped similar codes together to build evidence of support for broader themes. The collected data were analyzed by organizing them into themes. These themes were language immersion of Arab students, technical

tools used to teach students the Arabic language, attendance at Arabic speaking schools, and parent support for the Arabic language. After she analyzed the data, the researcher sought to validate interpretations through a number of potential mixed-methods procedures. Similarly, the codes were identified and categorized to build evidence of support.

Establishing Data Validity and Reliability

Validity

The researcher conducted the validity check by verifying the accuracy of the mixed methods used to gather data for the study. The researcher used triangulation by building evidence from the three interviews and student surveys to establish the themes in the study. Also, the researcher coded the data by looking at different sources of information like documents and other related literature to find themes for the research. Furthermore, to look for evidence that would support each theme in gathering data for this particular study, the researcher designed the parents' electronic survey using the software "survey monkey." This evidence is believed to be realistic since it pointed towards the suggested themes of the study. The researcher also used personal reflection on how her experiences as a master of the Arabic language and background of the language have shaped her perceptions towards learning the Arabic language. The researcher knew Arabic and designed the questions for interviews and the survey carefully to get valid answers to enhance the validity of the project. Above all, the researcher observed several Arabic classes in Sunday school to examine the strategies that the teachers used to teach their students the Arabic language. Consequently, in order

to analyze the data's validity, the researcher reviewed the survey many times to get valid answers.

Reliability

The researcher designed the questions by making sure that the students understood their meaning. The questions were focused on written and oral formal Arabic language. Further, the researcher made sure to read the questions to the 6-year-old students and asked them if they had any questions. The interview technique was reliable because it enabled the researcher to get firsthand information from the participants about their perceptions towards studying the Arabic language. Since most of the students had experienced difficulties in learning written Arabic, their responses were reliable in conducting this study. The researcher made sure that the ages of the students were recorded as well as their nationality to be in a position to gain reliable answers. Accordingly, the electronic survey was designed for Arab families who currently live in the United States with their kids. Therefore, the surveys were designed to make sure that the participants were staying here and had children between 6 to 12 years of age only.

Ethical Considerations

During the process of planning and designing this descriptive case study, the researcher needed to take into account ethical issues. The researcher, as an international student, had to get permission from the Sunday school principal and participants. Furthermore, the researcher selected the site without vested interest in the outcome of the study. That happened by making sure that selecting the site would not raise power issues with the researcher. The investigator, also, gave credit for work done on the project and

all responses were recorded as they were without any additions or subtractions. All participants were informed about the purpose of the study. All participants were informed about the purpose of the study and informed that they should sign a consent form before participating. The researcher also discussed the purpose of the study and how the data would be used. Furthermore, the researcher avoided leading the participants in answering questions as well as disclosing sensitive information in the teacher interview in addition to the open-ended survey. In analyzing data, the researcher reported multiple perspectives and honestly reported evidence and data findings. The researcher did not plagiarize any information. In addition, the researcher used appropriate language for the students (survey) and the teachers in the interview.

Summary

This case study was conducted using a mixed-methods descriptive approach to research. The targeted populations were 21 students, 2 teachers, and 1 school director all from the Middle East. The purpose of this study was to examine the impact of instructional strategies to support Arab students between the ages of 6 to 12 to become proficient in the Arabic language. The study used survey instruments for both students and parents, classroom observations of students in select settings, and interview of teachers and administrators. The need for international Middle East students to return to their various countries proficient in the Arabic language is critical to their academic success when they enter classrooms where only Arabic is spoken.

CHAPTER V

FINDINGS

Purpose of the Study

The purpose of this descriptive case study was to determine what teaching practices can help Arabic students' families living in the United States become proficient in the classic written and oral Arabic language, prior to returning to their respective countries. At this stage of this research, the importance of learning Arabic for children who live in the United States will be defined generally as teaching students who are studying English Arabic language. Language development meets many human needs on various levels: social interaction, academic learning, and the need to understand the cultural elements of one's surroundings. The need for students to learn their native language is critical for their academic success as well as their survival in a country where only their native language is spoken.

Findings by Research Questions

This section provides further analysis of findings obtained using the research questions. The researcher utilized self-designed tools which provided insight into the perceptions of director, teachers, and students (6-12 years) in their various instructional learning strategies to communicate in Arabic while living in the United States.

Additionally, parents' views were assessed by conducting electronic surveys that

provided the insight as to the view of parents about teaching their children the Arabic language and the need for their children to learn to communicate in their native language.

The following aspects were considered in the study:

1. Age
2. Literacy
3. Interaction with Arabic speakers
4. Community
5. Learning in the classroom
6. Learning outside the classroom
7. Parents as guides
8. Teaching methods

The following are the findings from the research questions.

RQ2: What are the benefits of language immersion of Arab students into the Arabic language before they return to their countries?

Since 79% of parents were planning to return to their homeland (see Figure 2), 41% (25 out of 61) of them said that they wanted to teach their children Arabic before returning to their countries so they would not struggle socially and academically; 39% (24 out of 61) of them indicated that they want to teach them the Arabic language to allow them to read the Quran.

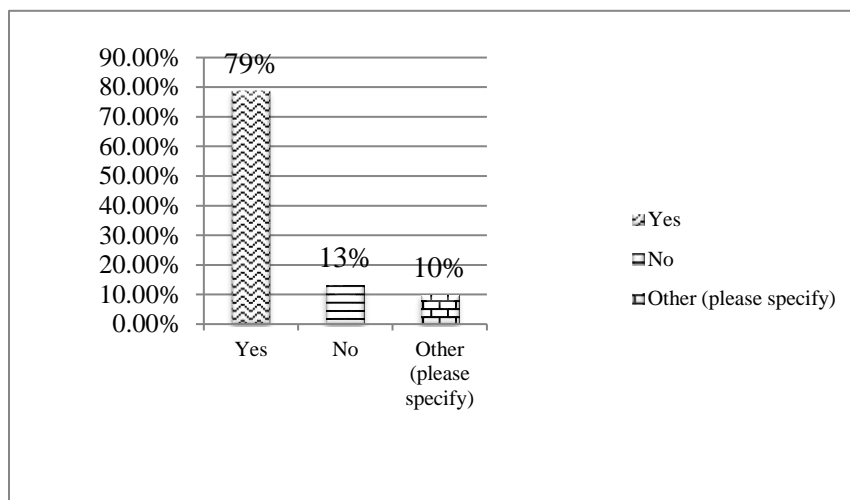


Figure 2. Plans to go back to your country?

On the other hand, 13% (8 out of 61) pointed out that they wanted their children to be bilingual, take advantage of being in the United States, and, at the same time, teach them their native language (see Figure 3). Accordingly, there is a relationship between parent-child interactions and a child's language development.

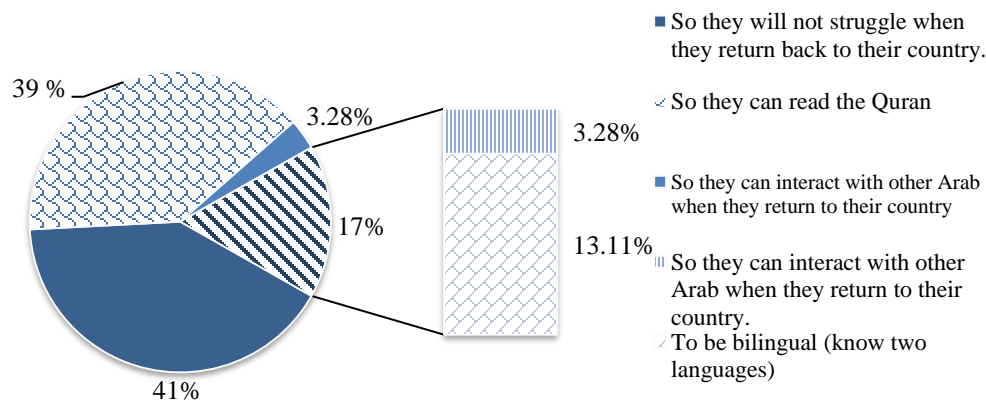


Figure 3. Main reason you are interested in teaching your children the Arabic language.

In her article, Lee (2014) argued that, Children's social relationships are at forefront of pedagogical decision and language policies. The social possibilities that children saw by using English framed the language choices they made during the interactions among themselves and also with adults. Children chose to speak the language that enabled them to do more in a given situation, for instance use Arabic language to form the community that excluded others..., or use it to be the classroom teacher in playing school. (para. 9)

Accordingly, students' surveys indicated that 100% of students want to learn the Arabic language. Seven students out of 21 said they wanted to learn the language so they could communicate fully with their Arab families to understand what they say and interact with them with meaningful discussions.

Furthermore, according to the director, one of the most important benefits of immersing students into the language was to expose them fully into the language and they would have no other choice but to make an effort to speak the language. Immersion into the language is structured so the students are forced to interact with others in the majority language being taught. The director added that all students in the United States must be proficient in at least two languages to allow them to be proficient in the work force in the future.

RQ3: How do students use technical tools to assist in improving proficiency in the written and oral Arabic language?

According to the teachers' interviews, Teacher B stated that she used the technology to help the children to improve their language skills; for instance, Teacher B used computers, I-Pads, I-Phones by downloading apps that provide active learning strategies. Additionally, Teacher B used the apps for Arabic language game, Arabic dictionary by listening every day to new word while expanding the students' vocabularies. Teacher B also said that technology is an additional resource that motivates students to interact with one another or using their listening skills to expand their language understanding such as selecting TV programs, engaging DVDs, music and websites. On the other hand, Teacher A pointed out that software such as "altaklum" is designed for the beginners and elementary age student but not for advance pupils. Additionally, Teacher A's advanced students preferred the Arabic YouTube videos with Arabic language subtitles so they could read and listen at the same time. Moreover, parents surveyed indicated that 50% of them use Arabic cartoons and videos on YouTube to teach the children the Arabic language (see Figure 4). In addition, 22 of surveyed parents used educational software on computers to teach their children Arabic.

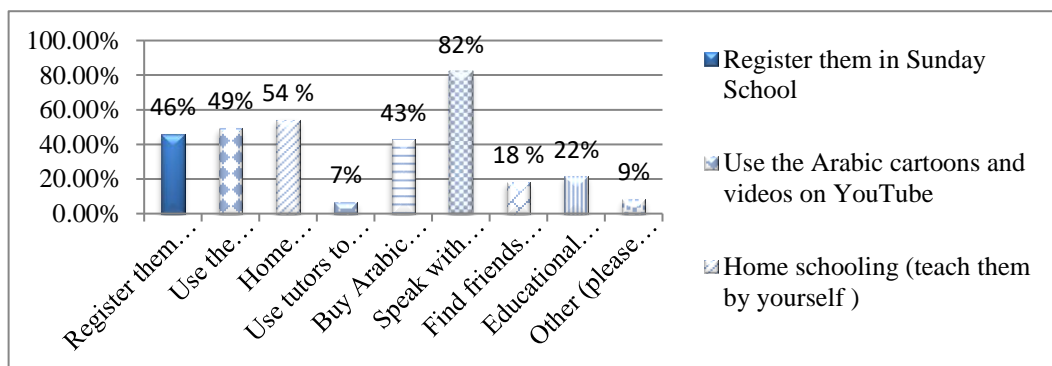


Figure 4. Check all the modalities below that you use to teach your children the Arabic language.

RQ 4: How effective are technical tools at improving Arabic students in the written and oral Arabic language?

According to Altun (2017), “Using technology has positive effects on teaching and learning” (p. 22). A significant indicator of this point came from results of parent surveys that revealed 100% of their students had electronic devices at home; however, 81% (14 out of 21) of them only believed that electronic devices could help them learn the language, while 18% of them stated that these devices are not helping them learn the language. Moreover, one parents indicated that cartoons work for children five years old and younger. Teacher B indicated that technology helped the children to improve their language skills; 49% of surveyed parents, on the other hand, used YouTube videos and cartoons to teach their children Arabic.

RQ5: How does speaking English at home hinder Arab children from being proficient in the Arabic language?

Most human interaction logically depends on conversation with others. According to the parents’ surveys, only 7% of parents engaged in teaching their children Arabic to prepare them to interact with other Arab people. However, 82% of them spoke with their children in Arabic as a teaching method (see Table 1). In fact, students’ surveys showed that 36% of the students indicated that they spoke with their brothers and sisters in Arabic. On the other hand, 13% of students declared that they spoke with their friends in Arabic. Yet, according to the results shown in Table 1, 38% of the participating parents (23 out of 61 parents) felt that the current proficiency level of their children to speak Arabic was excellent.

Table 1

Estimate the Current Proficiency of Your Children in Reading, Writing, and Speaking Arabic

	Above					Weighted Average
	Excellent	Average	Average	Below Average	Very Poor	
Reading	5 %(3)	18% (10)	26. %(16)	33%(20)	20%(12)	3.46
Writing	5 %(3)	9%(5)	33%(20)	23%(14)	31 %(19)	3.67
Speaking	38 (23)%	23(14)	31%(13)	13 %(8)	5%(3)	2.25

In addition, 23% of the surveyed parents indicated (14 out of 61 parents) that they rated the proficiency level of their children to speak Arabic was above average. An additional 22% of the parents' survey results (13 out of 61 parents) rated their children's spoken Arabic language as average, while 13% (8 out of 61 parents) of them rated the children below average and 5% (3 out of 61 parents) very poor. Hence, these percentages indicated that even though most parents speak with their children in Arabic, only 38% rated their proficiency excellent.

Furthermore, according to class observations conducted in this research study, it was difficult for the participating students to sustain a level of proficiency in the spoken Arabic language used in classrooms, all due to limited vocabularies in their native Arabic language. On the other hand, the children were working to catch up with the instructional delivery of their teacher due to challenges related to the fact that the instructor was from a different Arab country where she used slang Arabic languages in her delivery. The slang Arabic language varies from location to location. This took the researcher in a different

direction, which was the impact of the difference in the slang Arabic language, which makes the Arabic language harder for students to comprehend.

RQ6: How does home schooling impact the ability of Arab students to acquire the Arabic language?

According to the parents' survey, Figure 5 showed that 88 % of parents had been teaching their children oral Arabic language, while, as Figure 4 revealed, 54% of participating parents had taught their children Arabic language at home.

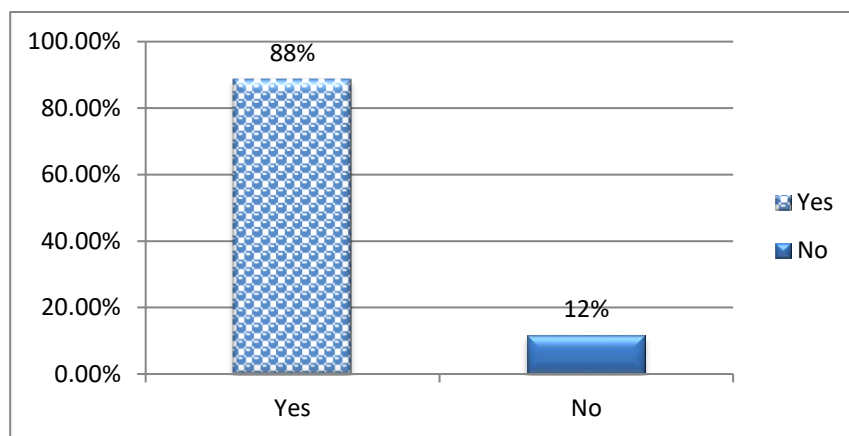


Figure 5. Responses to the question regarding teaching your children the Arabic language.

Teacher A had declared that home schooling was not enough for the children to reach language proficiency. According to Teacher A, the students needed live interactions and a healthy social pressure to challenge their progress in speaking, reading and writing. Teacher B did not think that home schooling was enough or sufficient for children to learn the language because teachers at Sunday School had more skills and

more instruction and faster processes to teach children in order to make them love the language.

To illustrate further, according to Teacher B, in the classroom, teachers create an environment of enthusiasm that children need. Yet, as Figure 2 showed, it seemed that 82% of parents speak with their children at home in Arabic. The data in Figure 2 has indicated, the percentages of parents speaking to their children at home in Arabic was highly rated as a strategy. This belief expressed by surveyed parents demonstrated with a high rating, that the data of 38% (23 out of 61) parents rated their children on speaking excellent, 23% (14 out of 61) rated their children on speaking above average, 31% (13 out of 61) rated their children's Arabic speaking proficiency as average; 13% (8 out of 61) rated their children's Arabic speaking proficiency below average, and only 5% (3 out of 61) rated their children very poor on speaking Arabic. In equal proportions, there were 5% (3 out of 61) rated their children in writing as well as reading excellent. Further, 33% (20 out of 61) rated their children average in reading, while 26% (16 out of 61) rated their children average in writing. If parents were to place more time in engaging with their children's learn to read and write, their performance level would perhaps increase their children's literacy skills.

RQ7: How do parents support their children to become proficient in written and oral Arabic?

Parents, according to the electronic survey, used several strategies to support their children learn the Arabic language. To illustrate, Figure 4 shows that 82% (50 out of 61) spoke with them in Arabic and 54 % (33 out of 61) depended on home schooling in teaching the children Arabic. In fact, 49% of parents (30 out of 61) used the Arabic

cartoons and videos on YouTube to teach Arabic. Accordingly, 46% (28 out of 61) registered them in Sunday Schools. Further, 43% (26 out of 61) bought Arabic books and stories to help them learn the language. Moreover, 22% (13 out of 61) of parents relied on educational software on their desktops, tablets, and other electronic devices to teach their children the Arabic language. Only 18% of the parents (11 out of 61) tried to find other Arab friends who could practice the oral language skills with their children to become proficient in speaking the Arabic language. On the other hand, 81% of the children thought that their parents helped them to learn Arabic. Additionally, some of the students mentioned that their parents taught them the Arabic letters, while some said that their parents read books to them. Not to mention that some declared that parents let them practiced the writing on the white board and discussed mistakes made with them. Moreover, some parents, according to the students, guided their children through oral language discussions.

Even though Teacher B believed that home schooling was not enough for children to be proficient in the Arabic language, Teacher B pointed out that first, parents need to inspire their kids to want to learn the language. Second, they must speak the language at home with their children. Third, they must follow up with homework assignments and prepare their children to perform in their classes. Fourth, they could make a trip once a year to an Arabic country so their kids can practice their language skills.

Correspondingly, Teacher A suggested that the best thing to do was to make a learning club on the weekends where families and teachers work on language conversation/ engagement and writing competition and other motivating activities.

RQ8. Which are the most frequent used instructional strategies to help Arabic students to become proficient in the Arabic in the United States?

According to data collections, it appeared from the parents' survey results in figure 4 that most frequent used instructional strategy was parents speaking with their children in Arabic at home. There were 82% (50 out of 61) of parents who spoke with their kids at home. Those results were followed by home schooling as a strategy parents used to teach their children the Arabic language. There were 54% (26 out of 61) of parents who indicated that they taught their children at home. In addition, there were 49% (30 out of 61) of parents who stated they used cartoons and YouTube videos to teach their children, whereas 46 % (28 out of 61) of them registered them in Sunday schools. On the other hand, 43% (26 out of 61) of parents bought Arabic stories and books to teach their children the language. Additionally, there were 22% (13 out of 61) of participating parents stated that they used educational software to teach their children the Arabic language. Further, there were 18% (11 out of 61) of parents who found friends who could speak with their children in order to teach them to become proficient in the Arabic language. Only 7% (4 out of 61) of them found tutors to teach their children private language lessons.

According to Teacher B, parents must encourage their children to speak the language at home. Teacher A suggested making a learning club in the weekends where the families and teachers work on a conversation and writing competition and other activities.

Summary

The research findings revealed that 88% of surveyed parents believed that the oral language Arabic skills taught at home produced excellent speakers of the language. Parents felt that home schooling was an effective practice to teach their children their native language and enforce cultural traditions. The reading and writing results did not validate that the children were proficient in the Arabic language. Reading and writing results were low and that while children could speak the language, they were not proficient in understanding the written word or in writing in their native language. In general, teachers believed in a more formalized approach to teaching the Arabic language. Sunday School or a regular Arab School would be more effective where trained teachers worked with students using active learning strategies as well as using technology to support the instructional strategies to motivate students to become proficient in the Arabic language.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study sought to establish the relationship between the dependent and independent variables detailed in Chapter II in the Review of the Literature. The primary methods of data collection included interviews, open-ended surveys, an electronic opened- ended survey, and classroom observations. The primary research site was a private Sunday school that teaches Arabic as a foreign language located in the metro Atlanta area. The majority of the attending students were from different Arab countries including: Egypt, Iraq, Jordan, Libya, Morocco, Saudi Arabia, Syria, and Palestine. The participants selected for this research included students between 6 to 12 years of age and were originally from Arab countries and two participating teachers. One teacher taught at an Arabic regular school, and the other taught at the Arabic Sunday School. Beside these two adults, there was one director of the multicultural school and the parents who were from different Arab countries including Libya, Saudi Arabia, and Syria, and they all now live in various states across the United States.

Findings

The researcher utilized the modified versions of the interview questions to conduct the teachers' and director's interviews and to obtain the perceptions of these educators for this research study. Both participating teachers highlighted, according to

their interviews, the teaching strategies used to assist students to learn the Arabic language. For instance, one teacher indicated that an effective instructional strategy used was to build a conversation based on a select story and then allow students to act out various characters from the story; this was both interactive and fun and promoted student learning. On the other hand, the other participating teacher suggested that reading to students weekly about different subjects and having them write five sentences about the story helped with their grammar and their writing abilities.

The director indicated that one of the most important instructional strategies was to properly place students when they came to class in order to help meet the students' individual needs. Additionally, student involvement in classrooms where both English and Arabic languages were spoken daily and were translated effectively from one language to another language was most helpful to the students. The director indicated that students and teachers used all types of technologies while in school, such as computers, I-pads in addition to smart boards and recording tools. The director pointed out that engaging the students in community activities would assist the students but caution them to use more than one type learning strategy. The director also has indicated that home schooling was not enough for students to be proficient in a foreign language, because they needed active engagement by discussions and talking to one another in that common language. The community, home-life, and social activities where parents and child/ren both were involved by using the Arabic language were greater resources. The director mentioned the main role for parents was to ensure proper placement of the children according to their language skills when enrolling them in schools.

In addition, according to the parent's surveys, it was apparent in Figure 2 (Chapter V) that 79% (48 out of 61) of the parents were planning to return to their countries, and as indicated in Figure 3 (Chapter V), parents were interested in teaching their children Arabic language for several reasons. Some of these reasons included the Arabic language is not only part of their identities and values but also is the language of the Quran (the holy book). Further, some said that the language was the way of communication and the link between their families and friends. As a matter of fact, 41% (25 out of 61) of the parents worried about their kids because they would return to their various countries and they might face difficulties academically and socially. Indeed, another 13 % of the parents (8 out of 60) wanted their children to learn Arabic in order to become bilingual.

Student survey results indicated that 63% of the students thought that Sunday School was the most important source of learning the Arabic language. However, 31% of the students had learned the language before they came to the United States (in the Arab country). Significantly, 100% of the students mentioned that they wanted to learn the Arabic languages. The reasons for their desire to learn the Arabic language varied. Most of them wanted to learn it because it was part of their religion and it was important to read as well as understand the Quran. While others indicated that they wanted to learn the language to communicate with other Arabs either here or when they return or visit their home country. In fact, four of them said they want to become bilingual. As a matter of fact, 100% of the students have electronic devices at home and 81% of them thought that electronic devices helped them to learn the Arabic language. Accordingly, 36% of the

Arab students spoke Arabic with their families, while 10% of them do not speak the language at home. Accordingly, 36% of the Arab students engage in speaking Arabic with their families, while 10% of them did not speak the language at home. However, only 18% of them indicated that they spoke it sometimes with their family. Significantly, 90% of the students believed that Arabic language was important for their future. The reasons were varied; the most was because of their identities and their religion, while some indicated that it is the way to communicate with people and relative. Some said that it was good to have better jobs in the future.

Furthermore, the researcher observed four Arabic Sunday School classes. These observations indicated several teaching methods and some of which included the learning environment that students learned the language. Clearly, teachers have depended on social media to communicate with parents and guide them weekly. Additionally, they followed-up with them and sent homework weekly. As the teacher indicated, they were facing challenging in keeping the students on track and encouraged them to do their homework every week. Teachers further used the white board to let the students practice writing skills. Clearly, the textbooks were very important because the students practiced and were encourage to become actively engaged with the characters in the books. Students seemed to be interesting in sharing paragraphs they wrote at home with their classmates.

This research looked at the relevant data drawn from the research on perceptions of learners and teachers of Arabic in United States. The data were drawn from two

teachers' interviews, one director of regular multicultural school, students' survey, class observations, and electronic parents' survey.

To answer the research question, the data proved that teaching Arab children Arabic was very critical, and 90% of Arab families were aware of that importance. The researcher provided the information that might be needed by parents or even educators about learning Arabic in the United States. As an Arab mother of two children, the researcher has concerns for the children in the family when they return to their native country. They will leave behind an American public school culture where they have been exposed to both English and Arabic at the same time. The researcher was shocked that 5% of the parents did not think that Arabic was important for their children because English was the first language used in the world, and a few believed that they might not return to their home countries. The study also provided an understanding of student and teachers' perceptions of learning Arabic in the United States. It also showed the importance of why Arab students need to learn Arabic as soon as possible. The study provided suggestions that might help parents to support their students and help teachers to create methods to teach students the Arabic language.

The importance of this study came from the parents' surveys as well as the interviews with teachers and the school director, when they provided information about instructional strategies used to manage the Arabic classrooms by implementing different teaching methods. Further, the teachers declared that parents must play their roles to let their children feel that Arabic was essential in their life. The survey of the students indicated critical observations since the results provided insights about how the students

felt about being taught their language before they lost it, and as they believed, that their parents speaking Arabic with them was essential for them to learn the language better. In addition to the class observations, the study indicated that classrooms must be prepared for the students to motivate them to learn the Arabic language.

Even though parents were putting their engagement efforts in their children by using several strategies, the children's current proficiency levels in reading and writing were very low. According to Table 1 in Chapter V, 33% (20 out of 61) of the parents thought that their children's reading proficiency was below average while 20 % (12 out of 61) of parents rated their children reading proficiency very poor. In addition, only 5 % (3 out of 61) rated their children's reading proficiency as excellent. On the other hand, 31.15% (19 out of 61) evaluated their children's writing proficiency as very poor while 33% (20 out of 61) of the parents rated their children's writing proficiency as average. These percentages indicated that every parent should play an active role in teaching their children Arabic so that they would not fall behind in schools when they return to their respective countries. Consequently, the class observation showed that students are facing challenging in the reading and in writing as well. In conclusion, educators cannot rely on one source to teach Arab students language proficiency. Parents and teachers must utilize a combination of instructional strategies to support Arab students between the ages of 6-12 years of age reach the proficiency in the development of the Arabic language.

Implications

The paramount implication and value of this study come from the early interventions used in the instructional process. As a result of the research findings and

data produced from this study, parents are the number one teacher of their children and they must be encouraged to find multiple ways to teach their children the Arabic language. Finally, teachers must continuously explore motivational strategies and further explore technology as a means to create different methods to use to teach children Arabic effectively (see Table 2).

Table 2

Implications for Best Practices to Support Students Learning Arabic Language

	Parents	Administrators	Teachers
<p>Finding from Question #1</p> <p>Immersing the students into Arabic language is very critical to espouse the students into language.</p>	<p>-Must find way to immerse their students into Arabic language. -They might schedule play dates weekly or monthly, and create games that express their ability to talk in Arabic or even create flash cards with letter and pictures, and let the children read them.</p>	<p>-Open more Sunday school or camps during breaks.</p> <p>-Utilize appropriate technology to actively engage students in the learning process,</p>	<p>-Teachers should use a variety of teaching strategies to teach children a foreign language.</p> <p>-Language immersion is one effective practice to teach students a different language.</p>
<p>Finding from Question #2&3</p> <p>Educators can not depend on technology alone in ,learning Arabic language they must use several tools .to reach the ptofeciency</p>	<p>-Even though technical tools have great impact on teaching and learning, it must be used in appropriate age and with good choices of apps or electronic programs should all be monitored by the parents.</p> <p>-Parents must allow their children to use technology in learning Arabic under their supervision. To illustrate, when parents know the strengths and weakness in their Arabic language, they will choose for example the best app or best device.</p>	<p>Since using technology is very critical in the learning processes, administrators must make sure to provide children these devices in the learning environment. In addition to find good apps that improve their reading and writing skills as well as speaking are essential.</p>	<p>-Teachers need to use effective motivational skills to encourage active learning strategies so that students will have strong desire to learn the various skills.</p> <p>-Teachers need to work with parents to enjoin their support in the learning process.</p> <p>-Teachers need to provide qualitative feedback to students to promote student growth.</p>

	Parents	Administrators	Teachers
<p>Finding from Question #4</p> <p>Data has indicated that speaking English at home while living in the United States can hinder children from being proficient in learning Arabic.</p>	<p>Parents are required to speak Arabic with their children at home in the Classic Arabic, the same as used in traditional Arab schools. This should be a daily practice for the children.</p> <p>Parents should read as much as they can to the children and explain the story. Make reading fun act out specific characters in the story.</p>	<p>Administrators must hire very proficient teachers who can go step by step to teach the students the Classical Arabic by choosing simple short words that are easy to listen to and to use when speaking.</p>	<p>The educators as a result must speak the Classical Arabic with the students to reinforce the language used student textbook and is spoken in the classrooms.</p>
<p>Finding from Question # 5</p> <p>Home schooling alone are not sufficient for the children to be proficient in the Arabic language</p>	<p>Parents must find ways in addition to the home schooling to engage their children in different learning activities.</p>	<p>Administrators must arrange different activities outside of the school environment to motivate the children and allow them to practice the language through different activities and reward them as they progress in their language development.</p>	
<p>Finding from Question # 7</p> <p>There is not one strategy that parents can depend on to teach their children the Arabic language. Being able to speak Arabic does not mean to have the ability to read and write in Arabic.</p>	<p>Parents must find many strategies that support their children to learn the Arabic language. For instance, Parents can enroll students in Arabic schools, or even find a tutor daily, mentor or weekly family learning time.</p>		

Recommendations

Recommendation for Research

The researcher recommends the following topics that other interested researchers can build upon:

- What Arabic language theories can be applied to teach the students effectively?
- Create age appropriate apps that make electronic devices sufficient for all ages for reading and writing.
- Researchers should objectively measure proficiency in Arabic Language of students returning from other Countries/United States of America.

Recommendation for Research

The researcher recommends the following topics that other interested researchers can establish searching about:

- What Arabic language theories can be applied to teach the students effectively?
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- Researchers should objectively measure proficiency in Arabic Language of Students returning from other Countries/United States of America.

Summary

This study examined the instructional strategies that help Arab families support their children to be proficient in the Arabic language before they return to their countries. After the data collection and analysis, the researcher concluded that there is no one strategy parents can depend on to support their children in learning Arabic. However, parents must follow several strategies together to allow their children to be proficient in the oral and written Arabic language at an early age. Students at an early age can acquire

the language quickly especially the spoken one. They just need the motivation from their families, and the support from the educators.

The data revealed that the spoken language was imperative for children to be proficient orally. As a result, parents who live in the United States must speak Arabic with their children to prepare them for the social life in their countries. Educators, on the other hand, must use different strategies to interest students in learning the language. Further, to meet all students' needs in learning the languages, they must focus on the written language, and they must put more effort into reading. Significantly, administrators must hire high-quality Arabic teachers, who have skills to sustain to use the classic language during the class. The classic Arabic language is the language that the students will read and write with to allow all students from the several Arab countries to understand what the teachers mean.

APPENDIX A

Teachers' Interviews

Teacher A- (Islamic regular school)

1. What techniques do you find most effective in the development of language proficiency in Arab children?

Techniques: Arabic cartoon short movies, stories and visit local Arabic stores wherein the student involves in interactive conversation similar to their books.

2. What are the benefits of language immersion in instructing Arab children in the development of the Arabic language?

An immersion student with Arabic/ Qur'anic study helps them to build vocabularies and prepare students to express their thought such that the native people will be able to understand and convey the message.

3. What technology and instructional software do you use to help Arab children learn the language more effectively?

Software such as “altaklum” and Arabic YouTube videos.

4. How do students in your class use these tools?

The student likes to see the YouTube with Arabic written in the subtitles of the YouTube, and do the homework on “altaklum.”

5. How effective are these tools in helping students become proficient?

These softwares are design for the beginners and elementary not for advance.

6. What are other instructional strategies do you use to effectively teach Arab children the Arabic language?

Building a conversation based on a story then let the student act is a very effective way to teach students the Arabic language.

7. Do you think home schooling is sufficient for children to acquire the Arabic language? Why or why not?

No, the student needs a live interaction and a healthy social pressure to challenge their progress in speaking, reading and writing.

8. In your opinion as an educator, what do you think Arab families can do to help their children to become proficient in both the spoken and written Arabic language?

The best thing is to make a learning club in the weekends where the families and teachers work on a conversation and writing competition and other activities.

9. Do you think Sunday or Saturday or even summer school programs are sufficient for children to become proficient in the Arabic language? Why?

The summer and weekends are not even enough to prepare students; it can help but the language learning needs continues efforts with more frequently activities.

Interview with Teacher B

1. What techniques do you find most effective in the development of language proficiency in Arab children?

The technique that I have found with my students is Communication.

Communication allows them to collaborate with others s they can work together. It gives them a choice of medium and because they need to understand the teacher in Arabic that makes them create a comfort zone where they can focus on the language. Another technique is books. I would tend to find a book for a language that works for them.

Technology is another technique; students are generally interested in technology: TV, DVDs, music, and websites. The teacher is just a guide. Students are responsible for their own learning process.

APPENDIX B

Students' Survey

1. How old are you and what grade are you in?
2. What country are you from?
3. Do your parents speak Arabic in your home every day?
4. Do you speak Arabic at home with your family?
5. Do you speak Arabic at school? Are there other Arab children in your school?
6. Do you want to learn how to speak Arabic better? Why?
7. Where do you learn most of your Arabic language?
8. Do your parents help you to learn to speak Arabic? How?
9. Do you have an I-pad or other electronic devices at home?
10. Do you think electronic devices such as I-pad can help you to learn language?
11. Can you tell me how these electronic devices they help you learn to speak another language?
12. Do you speak Arabic at home with your brothers and sisters?
13. Do you speak Arabic with your Arab friends?
14. In your opinion, do you believe that learning Arabic Language is important to your future? Why?

APPENDIX C

Classroom Observation Form

School: Sunday school

Date: 10-1-2018

Language being taught: Arabic

Language Level: Advanced Age: 10-12

Length of class: 90 minutes

Environmental factors: there were unrelated items in the classroom, which might distract the students. The white board wasn't clean. The temperature was good.

Topic(s) of lesson: story about neighbors live in the same district.

Objective(s) of lesson: how people must care about each other.

Materials used: chalk board, flash cards.

What is the percentage of the target language used by the teacher and the students?

Students and their teacher spoke almost 60% Arabic and 40% English.

Question	Asked	Answered
Q	A	E
	2	10

When is English used?

When the students did not understand what the words meant, or when the teacher felt that the students did not understand the elements.

How does the teacher plan for variety?

She prepared flash cards with the scenario on it, so the student just organized it.

In which activities are students productive in the language?

Bringing example from their social life.

In which are they most engaged?

When they organized the flash cards

In which activities do they seem to have most difficulty?

In the writing and specifically with the spelling.

Classroom Observation Form

School: Sunday school

Date: 1/21/2018

Language being taught: Arabic

Language Level: Advanced. Age: 11-12

Length of class: 90 minutes

Environmental factors: the classroom was organized but it had so many unrelated items on the wall (related to the everyday school).

Topic(s) of lesson: conversation

Objective(s) of lesson: Respect the old people.

Materials used: Textbook, and the practice or the student book.

What is the percentage of the target language used by the teacher and the students? 60%

Question	Asked	Answered
Q	A	E
	20	25

When is English used?

When the students did not understand the meaning of the words, or when the confused between the words.

How does the teacher plan for variety?

She brought up stories and examples from the real social life.

In which activities are students productive in the language?

When she brought their own example.

In which are they most engaged?

When they discuss how respectful mean to them.

In which activities do they seem to have most difficulty?

In the writing.

Classrooms Observation Form

School: Sunday school

Date: 12/9/2017

Language being taught: Arabic

Language Level: level 3. Age: 9-12 years.

Length of class: 90 minutes.

Environmental factors: the classroom was prepared and there were two teachers one speaks only Arabic and the other one speaks the Arabic and English.

It was very cold the students need to wear their jackets.

Topic(s) of lesson: Adjectives.

Objective(s) of lesson: How to describe things, people and feelings.

Materials used: The white boards and the textbooks.

What is the percentage of the target language used by the teacher and the students?

Question	Asked	Answered
Q1	A	E
	4	7

When is English used?

When the students did not understand or response to the teachers.

How does the teacher plan for variety?

It was cleared that the two teachers prepared together for the class to teach the students very well.

In which activities are students productive in the language?

When the students share their paragraphs (homework for the previous week).

In which are they most engaged?

When they shared their opinions about each other's paragraphs.

In which activities do they seem to have most difficulty?

Reading and writing.

Classrooms Observation Form

School: Sunday school

Date:10-1-2018

Language being taught: Arabic

Language Level: Advanced Age: 10-12

Length of class: 90 minutes

Environmental factors: there were unrelated items in the classroom, which might distract the students. The white board wasn't clean. The temperature was good.

Topic(s) of lesson: story about neighbors live in the same district.

Objective(s) of lesson: how people must care about each other.

Materials used: chalk board, flash cards.

What is the percentage of the target language used by the teacher and the students?

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In which activities do they seem to have most difficulty?

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Date: 1/21/2018

Language being taught: Arabic

Language Level: Advanced. Age: 11-12

Length of class: 90 minutes

Environmental factors: the classroom was organized but it had so many unrelated items on the wall (related to the everyday school).

Topic(s) of lesson: conversation.

Objective(s) of lesson: Respect the old people.

Materials used: Textbook, and the practice or the student book.

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Question	Asked	Answered
Q	A	E
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When the students did not understand the meaning of the words, or when the confused between the words.

How does the teacher plan for variety?

She brought up stories and examples from the real social life.

In which activities are students productive in the language?

When she brought their own example.

In which are they most engaged?

When they discuss how respectful mean to them.

In which activities do they seem to have most difficulty?

In the writing.

Classroom Observation Form

School: Sunday school

Date: 1/21/2018

Language being taught: Arabic

Language Level: level 3 Age: 8-11

Length of class: 90 minutes.

Environmental factors: Organized, prepared for the students but it was very cold.

Topic(s) of lesson: Pronunciation, and al-tanween.

Objective(s) of lesson: the types of the pronunciations.

Materials used: the white board and the textbooks.

What is the percentage of the target language used by the teacher and the students? 70%

Arabic, and 30 % English.

Question	Asked	Answered
Q1	A	E
	3	4

When is English used?

When the students confused between the pronunciations.

How does the teacher plan for variety?

Allow the students to speak up and share their thoughts.

In which activities are students productive in the language?

In giving examples.

In which are they most engaged?

Answering the teacher's questions.

In which activities do they seem to have most difficulty?

In reading and writing.

Classroom Observation Form

School: Sunday school

Date: 12/9/2017

Language being taught: Arabic

Language Level: level 3. Age: 9-12 years.

Length of class: 90 minutes.

Environmental factors: the classroom was prepared and there were two teachers one speaks only Arabic and the other one speaks the Arabic and English.

It was very cold the students need to wear their jackets.

Topic(s) of lesson: Adjectives.

Objective(s) of lesson: How to describe things, people and feelings.

Materials used: The white boards and the textbooks.

What is the percentage of the target language used by the teacher and the students?

Question	Asked	Answered
Q1	A	E
	4	7

When is English used?

When the students did not understand or response to the teachers.

How does the teacher plan for variety?

It was cleared that the two teachers prepared together for the class to teach the students very well.

In which activities are students productive in the language?

When the students share their paragraphs (homework for the previous week).

In which are they most engaged?

When they shared their opinions about each other's paragraphs.

In which activities do they seem to have most difficulty?

Reading and writing.

APPENDIX D

Parents' Survey

1. What country are you from?
2. Do you have plans to go back to your country?
 - Yes
 - No
 - Other (please specify)
3. How many kids do you have?
1- 2- 3- 4- 5
4. What are their ages:
1- 2-3- 4- 5-6-7-8-9-10-11-12
5. How many of them were born in the United States
0- 1- 2 – 3- 4- 5
6. Have you been teaching your kids the Arabic language?
 - Yes
 - No
7. If yes, what is the main reason you are interested in teaching your children the Arabic Language?
 - So they will not struggle when they return back to their country.
 - So they can read the Quran
 - So they can interact with other Arab when they return to their country
 - To be bilingual (know two languages)
8. Check all the modalities below that you use to teach your children the Arabic language:
 - Register them in Sunday School
 - Use the Arabic cartoons and videos on YouTube
 - Home schooling (teach them by yourself)

- Use tutors to teach them the Arabic Language
 - Buy Arabic books and stories.
 - Speak with them in Arabic at home.
 - Find friends who can speak with them.
 - educational software on desktops, tablets, and electronic devices.
 - Other (please specify)
9. Estimate the current proficiency of your children in reading, writing, and speaking in Arabic:
- Reading:
 - Excellent
 - Above average
 - Average
 - Below average
 - Very poor

 - Writing:
 - Excellent
 - Above average
 - Average
 - Below average
 - Very poor

 - Speaking:
 - Excellent
 - Above average
 - Average
 - Below average
 - Very poor

APPENDIX E

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Mrs. Alaa Najjar, a doctoral student in the Educational Leadership program at Clark Atlanta University. I understand that the project is designed to gather information about Impactful Instructional Strategies that Support Arabic Students between Six to Twelve years old in Becoming Proficient in the Development of Oral and Written Arabic Language.

1. My participation in this project is voluntary. I may withdraw and discontinue participation at any time without penalty.
2. Participation involves being interviewed by Mrs. Najjar. The interview will last approximately 30 minutes. Notes will be taken and the interview will be audio taped.
3. I understand that the researcher will not identify me by name in the dissertation or other reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of my answers will conform to standard data use policies which protect the anonymity of individuals and institutions.
4. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
5. I have been given a copy of this consent form.

My Signature

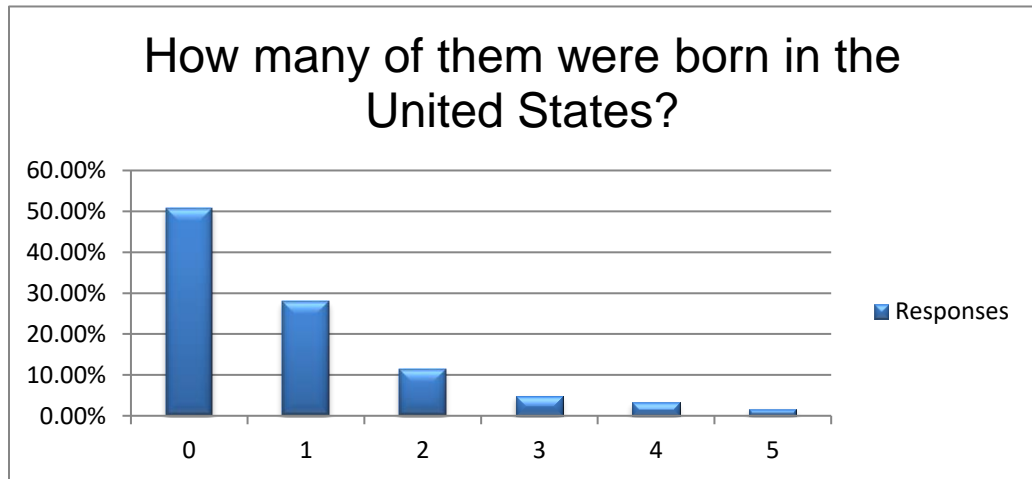
Date

My Printed Name

Signature of the Investigator

APPENDIX F

Survey Charts



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