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### The Influence Of The Use Of English As An Exclusive Medium Of Communication In The Preschool

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THE INFLUENCE OF THE USE  
OF ENGLISH AS AN EXCLUSIVE  
MEDIUM OF COMMUNICATION  
IN THE PRESCHOOL ON THE  
ACQUISITION OF FUSHA ARABIC

HEBATALLA AHMED MOHY

EDDIN SALEM

1997



1997  
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THE AMERICAN UNIVERSITY IN CAIRO  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
THE ARABIC LANGUAGE INSTITUTE  
TAFL PROGRAM

11

THE INFLUENCE OF THE USE OF ENGLISH AS AN  
EXCLUSIVE MEDIUM OF COMMUNICATION IN THE  
PRESCHOOL  
ON THE ACQUISITION OF FUSHA ARABIC

HEBATALLA AHMED MOHY EDDIN SALEM

A THESIS SUBMITTED  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ART IN  
TAFL

JANUARY / 1997



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Theses

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**THE INFLUENCE OF THE USE OF ENGLISH AS AN  
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THE PRESCHOOL ON THE ACQUISITION  
OF FUSHA ARABIC**

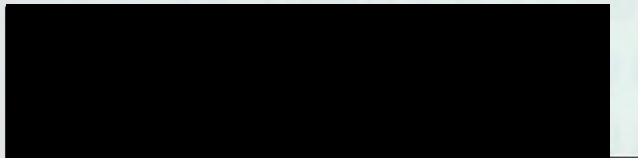
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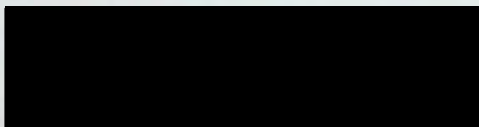
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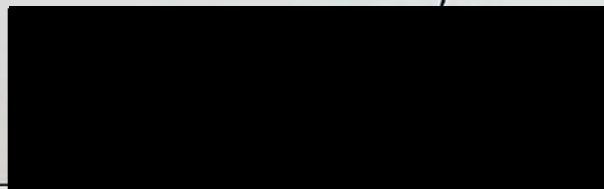
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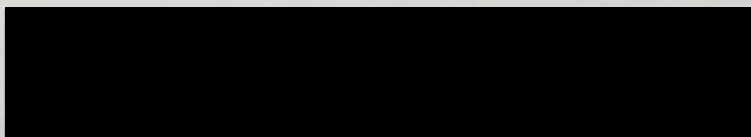
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For my son and daughter

and

for the memory of my father

I wish to thank Ma Deena Borais for the assistance in planning the statistics, editing and proofreading. I appreciate the cooperation I received from Mr. Essmat Morsheedy who took the time from his busy schedule to familiarize me with the computer program.

Finally, and most importantly I am gratefully indebted to my mother, sister and my husband for their patience and invaluable support throughout the project.



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## List of Phonetic Symbols

ء	=	ء
b	=	ب
t	=	ت
<u>th</u>	=	ث
g	=	ج
<u>h</u>	=	ح
x	=	خ
d	=	د
z	=	ذ
r	=	ر
z	=	ز
s	=	س
<u>sh</u>	=	ش
S	=	ص
D	=	ض
T	=	ط
Z	=	ظ
ع	=	ع
غ	=	غ
f	=	ف
q	=	ق
k	=	ك
l	=	ل
m	=	م
n	=	ن
h	=	ه
w	=	و
y	=	ي



Z = ظ colloquial

#### ABSTRACT

Short vowels:  
a  
i  
u

#### Long vowels:

aa

ii

uu

This study investigates the influence of the exclusive use of English as the medium of instruction and communication during the preschool years on the acquisition of Fusha Arabic by children when they later encounter it in primary school. In order to carry out this investigation a group of Egyptian children, ranging from six to seven years of age, were at the end of their first primary year were selected. The purpose is to measure the degree of their acquisition of Fusha Arabic at this point in their education. The students were divided into two groups. One group had been exclusively introduced to English during their preschool years, while the other group of students had experienced preschooling in Arabic. In order to measure the degree of Fusha acquisition, a Fusha Arabic achievement test was designed based on the first Primary syllabus and administered to the two groups. The performance of the two groups was compared and the results of the test demonstrated that exclusive use of English during the preschool years did not negatively affect the acquisition of Fusha. On the contrary, children who used English exclusively in the preschool performed significantly better on the items requiring production of sentences in Fusha. Thus, based on this empirical evidence, it can be concluded that the mode of learning English promoted students' skills in Fusha Arabic as evidenced in expressive writing and formulating sentences.



## ABSTRACT

This study investigates the influence of the exclusive use of English as the medium of instruction and communication during the preschool years on the acquisition of Fusha Arabic by children when they later encounter it in the primary school. In order to carry out this investigation a group of seventy two Egyptian children, ranging from six to seven years of age, who were at the end of their first primary year were selected. The purpose was to measure the degree of their acquisition of Fusha Arabic at this point of their education. The students were divided into two groups. One group had been exclusively introduced to English during their preschool years, while the other group of students had experienced preschooling in Arabic. In order to measure the degree of Fusha acquisition, a Fusha Arabic achievement test was designed based on the first Primary syllabus and administered to the two groups. The performance of the two groups was compared and the results of the test demonstrated that exclusive use of English during the preschool years did not negatively affect the acquisition of Fusha. On the contrary, children who used English exclusively in the preschool performed significantly better on the items requiring production of sentences in Fusha. Thus, based on this empirical evidence, it can be concluded that the mode of learning English promoted students' skills in Fusha Arabic as evidenced in expressive writing and formulating sentences.



## Chapter 1: PRELIMINARIES

### 1.1 Introduction:

Changes in the Egyptian society have increased the number of children attending preschools and nurseries. The preschool years should be filled with developmental advances and rich with learning opportunities. Physical, verbal, and intellectual skills are blossoming. Therefore, some daycare centers and preschools which provide care for the child, offer unique educational experiences for the child regarding education. Many Egyptian families engage their infants in early educational programs because they believe that the child's early school experiences have positive long term significance. Preschools that offer early educational programs in Egypt attempt to meet the needs of children in developing a sense of intellectual competence and faith in their own powers of creativity. Such preschools offer the atmosphere that is conducive to learning and growth. They are designed and furnished focusing on the child. They are equipped with materials that help develop the child's intellectual, cognitive and language abilities. Teachers and care givers are chosen to be understanding of child development, and applying this understanding to appropriate activities. Teachers have to have the ability to work with children warmly, calmly and in an unhurried way as well as to express themselves and communicate fluently in a foreign language such as English, French or German, according to the language of the school. Teachers must be experienced in working with children and if not, the supervisor or the director is there for training. Such preschools charge relatively high fees per month. After the preschool years, few Egyptian



children are enrolled in international schools and the majority of them join the regular language schools in Egypt.

### **1.2 Aim and design of the study:**

This current situation of preschooling in English raises questions about the preschoolers who were exclusively introduced to English and the effect on their mastery of Fusha which is the language of instruction in schools in Egypt.

Thus, the aim of the study is to examine how English as a medium of instruction and communication at preschool level affects the development of children's acquisition of Fusha at the primary one stage of schooling and to compare it with the effect of being only exposed to Arabic at preschool on the acquisition of Fusha.

In order to investigate the effect of English on children's acquisition of Fusha, the performance of two groups of children aged six to seven was compared on a Fusha Arabic test. One group experienced English preschooling (subject group) and the second group (control group) experienced Arabic preschooling.

### **1.3 Status of the Fusha among Egyptian children:**

For the purpose of this research, **Fusha** is defined as Modern Standard Arabic. It is the written record of modern sciences and the current body of knowledge. Modern Standard Arabic is the language of all fields of society such as the sciences including medicine, engineering, chemistry, physics, agriculture, astronomy, arts including music, photography, decoration, anthropology; the humanities including history, sociology, economics, politics; and literature including poetry, novels and plays. It is also the



language of the media including newspapers, radio and television (Badawi 1973).

On the other hand, **colloquial Arabic** is defined as the “practical Arabic language”. It is the language of buying and selling, the language of people greeting each other and language of friends communicating. It includes only the vocabulary necessary for everyday communication. It is the language that the child listens to since he or she is born. In other words, it is the native language for the Egyptian child (Badawi 1973).

To Egyptian children, Fusha is not their native language, yet, it is not their second nor their foreign language. According to the definitions of the terms native, second and foreign languages, Fusha does not fit. The native language is the mother tongue which the child hears after birth. It is how the parents communicate and address each other and others (International Encyclopedia of Education Research and Studies 1982). To Egyptian children, Colloquial Arabic is their native language. The foreign language according to the previous reference, is not the mother tongue. Learning to speak or write a foreign language means a person acquires the ability to express him or herself in a different rhythm of speech using different grammar and idioms. Learning to understand a foreign language entails learning to decode the sound rhythm and meaning of words. The foreign language is taught at schools as a separate subject. In public schools in Egypt, English is taught as a foreign language. Meanwhile, the second language refers to the situation where that particular language is the language of instruction. Other subjects are being taught in the second language (International Encyclopedia of Education Research and Study 1982). In some language schools in Egypt, English is the second language,



because Math and Science are studied in English in addition to studying English as a separate subject.

Because Arabic has its own situation of diglossia, Fusha is considered "the school language" (Badawi, 1994). This means that children who do not go to schools do not get access to learn Fusha. In Egypt, as in all Arab countries, Fusha has its own importance and status because of Islam, the Quran and the national identity of the Arabs as well. It was argued that the Arabic language is a necessary criterion underlying the Arab nationalistic ideology (Suleiman, 1994). Moreover, the religious importance of any language, gives people an urge to expand the language and motivates them to maintain it.

#### **1.4 Types of schools in Egypt:**

There are four types of schools in Egypt. The public schools are owned and subsidized by the government, providing schooling for free. Children who attend public schools are not introduced to English until fourth primary. The second kind of Egyptian schools are the experimental schools. These schools are also owned by the government, however, they charge tuition fees. These fees are reasonable compared to the fees of the private schools. These schools are referred to as "experimental" because they teach English at an early age starting from first primary in an attempt to improve the level of proficiency in English among the students. Other subjects such as Math and Science are also taught in English. A third type of Egyptian schools are Arabic private schools. These schools are privately owned but are also under the supervision of the Egyptian Ministry of Education and follow the syllabi of public and experimental schools. English is first introduced to the children at fourth primary.



Private Arabic schools charge more fees than the experimental schools and there are fewer children in the classrooms compared to the public and experimental schools. This lower number of students per classroom means that a higher quality of education could be provided. The fourth type of schools in Egypt are private language schools. These schools are also under the supervision of the Ministry of Education. English or any other second language is introduced at the Kindergarten stage. Private language schools charge the highest fees, and there are fewer children in the classrooms, compared to the other three types of schools. Math and Science are taught in English or French in the private language schools. English as a language is taught separately and two curricula are followed: the curriculum of the Ministry of Education, in addition to their own curricula. Thus, children have to study both.

### **1.5 Curriculum in English preschools:**

In a typical English pre-school, the academic year starts at the beginning of September and ends in May. Throughout one academic year, children who turn four in age are expected to recognize the numbers from one to ten. They learn other mathematical and cognitive skills such as addition, counting, sorting and matching. They also learn the concept of the alphabet (English alphabet) and how to associate sounds with symbols (letters). By the end of the year, some of the children are able to read simple English words such as cat, fat, mat. They also learn how to write their names and recognize other peers' names. Children are involved in art and craft through painting, collage, crayoning, drawing, cutting and using, playdough and clay. The medium of instruction is English. However, they are only exposed to Arabic for half an hour daily in which they listen to



Arabic stories and songs by the Arabic teacher. They also play games such as role play which further helps their acquisition of English.

### **1.6 Curriculum in a typical Arabic preschool:**

In a typical Arabic pre-school, colloquial Arabic is the medium of instruction. Children are exposed to all kinds of art and craft activities such as painting, crayoning, and drawing but speak and are spoken to in Arabic. They listen to Arabic stories and songs and sing Arabic nursery rhymes. The Arabic alphabet and numbers are also introduced to the children. Children spend some time watching TV programs for children that involve Arabic songs and cartoon.

In 1988, the Minister of Education made recommendations in favour of introducing the learning of foreign languages in public schools at an earlier stage. It started to be introduced to children at the fourth level of primary education instead of the first level of the preparatory education. This indicates that the Egyptian Ministry of Education recognized the importance of foreign languages in formulating a civilized and cultured citizen.

### **1.7 Significance of the study:**

Fears have been raised by academics in the Egyptian educational system that learning a second language at an early age has a negative effect on the acquisition of Fusha (Kary 1993). In 1989, a symposium on Kindergarten education was held by professors of linguistics and education and they objected to the introduction of a foreign language in the experimental schools. They claimed that learning in two languages leads to retardation of intelligence and linguistic problems. Radwan (1989) mentioned that



learning in English or in any other language besides Arabic in the early stages of education amounts to a national crime since foreign languages retard the writing abilities of children in Arabic and confuses their motor skills. Therefore, research needs to be conducted to identify the effects of English pre-schooling on children's acquisition of Fusha.

The following literature reviews the research on the controversial topic of early introduction of a second language to children.

Smith (1939) conducted a study of pre-school children in Hawaii who were introduced to English as a second language during the pre-school years. They found that 20% of these children began to stutter at the time of the introduction of the second language.

In a study of pre-school children in non-American territory in Hawaii (Smith 1939) it was found that the child who was introduced at an early age to a second language (English and Spanish) had a smaller vocabulary size because the child tended to use two words for one meaning. Even the total number of terms was likely to be less than the total number of terms acquired by a child studying in only one language. The study concluded that the child studying in more than one language developed a confused and mixed vocabulary, and always tended to use short sentences and phrases as opposed to word order which comes in the use of verbs and connectors. It was also concluded that this child failed to use idiomatic expressions.

In another study (Lyon 1945) a detailed analysis was conducted of English spoken by a group of Spanish-speaking children in Arizona. It was found that when English was introduced too early and because they were



## **1.8 Literature Review:**

### **1.8.1 Studies Against the Early Introduction of a Second Language:**

Research and surveys carried out before the sixties tended to be negative with regards to the early introduction of a second language. In 1937, Travis, Johnson and Shover surveyed 4827 children in nine public schools in Chicago and Indiana, and they found that there were more stutterers among children who were introduced to English as a second language since the pre-school years. They found that 26% of those stutterers began to stutter at the time of the introduction of the second language.

In a study of pre-school children of non-American ancestry in Hawaii (Smith 1939) it was found that the child who was introduced at an early stage to a second language (English and Spanish) had a smaller vocabulary store because the child tended to use two terms for one referent. Even the total number of terms was likely to be less than the total number of terms acquired by a child studying in only one language. The study concluded that the child studying in more than one language developed a confused and mixed vocabulary and always tended to use shorter sentences and produce an unusual word order with errors in the use of verbs and connectives. It was also concluded that this child failed to use idiomatic expressions.

In another study (Lynn 1945) a detailed analysis was conducted of English spoken by a group of Spanish-speaking children in Arizona. It illustrated that when English was introduced too early and became very well



established the following observations were recorded on the mother tongue which was the Spanish.

- a- Plosives in Spanish, were produced differently because of the variation of the voicing and aspiration.
- b- All vowels became shorter.
- c- There was insufficient transition between the sounds which gave the effect of rapid speech.

Duncan in 1947 at Brooklyn College studied 23 voice cases which were classified as "hoarse" and concluded that the tension between two languages produced a struggle reaction that is, the closing of the valve of the larynx which resulted in vocal abuse and produced in later years a chronic hoarseness in voice.

Tirreman (1955) also showed negative effects of the early introduction to a second language on native language development in general and on morphology specifically.

Carrol (1960) reported that children may develop faulty articulation and inappropriate pronunciation in both the mother and the second language when they are introduced early to the second language.

Cowan and Sarmed (1976) found that children in English programs in Iran did not read well in either Persian nor English when compared to their peers who studied only in Persian. Cowan and Sarmed concluded that the results may be due to the fact that Persian and English are very different from each other in structure and in orthography. However, this was not the case in the immersion programs in Canada where English speakers



were taught in French. It was concluded that the immersion programs in Canada were successful because of the fact that English and French are two close languages regarding orthography and origin.

However, the problem with most of the previously mentioned studies was that little care was taken to check out or control some factors before comparing children with one language to children with two languages. Such factors such as social class background and educational background were not discussed. It was concluded that the problems with the early researches lay in the methodology of the studies as the tests were not professionally controlled. Lambed (1962) was the first to mention the limitations of the early studies and question the validity of the previous tests. Subsequently, other studies were conducted with more attention to these variables. Later research has shown that early introduction to second languages has many advantages for children.

### **1.8.2 Studies for early introduction of a second language:**

Based on observation of his daughter's language development, Leopold in 1961 suggested that learning in two languages promoted "an early separation of the word sound from the word meaning: a noticeable looseness of the link between the word and its meaning" (Hakuta 1985 reporting Leopold pp. 358). Furthermore, Leopold postulated a fascinating connection between the semantic and cognitive development of children learning more than one language. It was concluded that the separation of sound and meaning leads to an early awareness of the arbitrariness of language and this awareness could promote more abstract levels of thinking. Along the same lines regarding the concept of words, Vygotsky



in 1962, that the child's knowledge that objects could have more than one name, helps the child extract words from the languages and compare between them rather than believe in one name for each object. This argument was also supported by Cummins in 1978 in his study with Irish children in which he concluded that learning in more than one language could promote the awareness of linguistic operations.

In a study conducted by Bialystok (1987) three groups of children were tested. All of the children were seven years old at the time of the test. One group had mastered English as well as French, another group was from French immersion programs whose English skills were superior to their French skills, and the third group consisted of children mastering only English. The test was designed to explore the ability of the children to separate an object from its name. Children were to imagine that the sun and the moon have changed their names. They were to point at either the sun or the moon to describe the sky at night and to describe it during the day time. The first two groups of children demonstrated in this task their ability to treat words as variable referents for familiar objects. They could really imagine that the sun and the moon have exchanged their names. However, the third group scored less in the test. This dissociation between the name of the object and the object itself is difficult especially for children who know only one name for each object.

Researchers in Canada (Peal & Lambert 1962) showed that children who were introduced early to a second language in Montreal scored significantly higher than carefully matched children knowing only their mother language, on both verbal and non verbal measures of intelligence. In addition, the patterns of the results suggested that the group studying in



more than one language had "a more diversified structure of intelligence, as measured and more flexibility of thought" ( p. 127) than the other group who were studying only in their native language.

Another study that showed some kind of positive association between learning in more than one language and divergent thinking was the one conducted by Burk, Lambert and Tucker (1976).

Lambert, Tucker and d'Anglenjan (1973) conducted a study on grade five English speaking children to investigate the effect of using French as a medium of instruction on their English performance. The study was conducted within the St. Lambert project and it concluded that the experimental at grade five did as well as the carefully matched controlled group on all measures of English language skills. It was also concluded that the experimental children attained a level of performance in both mathematics and science similar to that of pupils following the conventional English- Canadian program. Moreover, this study reported that those experimental children, who studied in two languages, performed very well in terms of creativity.

Cummins in 1974 reported higher levels of verbal and non verbal ability among children who were already exposed to a second language at an early age. He used longitudinal data from Ottawa and Toronto in French immersion programs.

In 1975 Tremaine concluded that the intensive exposure of children of grades one, two and three to French, facilitated the comprehension of certain English syntactic structures which was their mother language. A variety of cognitive advantages have been reported in association with



early introduction to a second language such as the studies of Barik and Swain in 1976, which investigated the hypothesis that cognitive advantages are associated with the attainment of high levels of early exposure to more than one language. They compared the performance of children in Grade- K 2 (i.e., five years old) of the French immersion program in Ottawa public schools to that of pupils in the regular programs which study only in English. It was concluded that the two groups performed equally in mathematical skills. It was found that English speaking children who had attained high levels of French skills (the first group) performed significantly better than those who only studied in English on two of three IQ subtests. This study suggested that the attainment of high levels of second language skills was associated with greater cognitive growth.

Burk, Lambert and Tucker (1976) found that in oral telling of a silent film to someone who had not seen the film, the immersion students, who studied in a second language, recounted the same amount and kind of information in French as did the native French speakers.

In 1976, a study was conducted by Rosier and Farella on pre-school grade level children in Rock Point school in the Navajo area. The study compared the performance of two groups of children: a group received concentrated oral English instruction along with the Navajo language and another group of children who were only learning through Navajo. It was found that students of the first group at Rock Point scored significantly higher in the Standard Achievement Test than the Navajo students who studied only in the Navajo language.



In another study by Ben-Zeev (1976-77), three groups of children aged six to nine were involved. One group involved children with both English and Hebrew. Those children were compared to two control groups of similar ethno-religious, educational background, age and intelligence. One control group involved English speaking children and the other group involved Hebrew speaking children. The first experimental group of children was found to have superior analytic skills on linguistic tasks. On a test of ordinary syntax, their performance did not differ from the two control groups. However, they showed superior ability to separate the meaning of the word from its actual referent.

In a study conducted by Cummins and Mulcahy (1978), they found out that Ukrainian- English children in Canada were better able to analyse ambiguities in sentence structure than were other control children who were learning through one language.

Eassa (1978) examined the development of syntax and Piagetian operational thought in children raised with both English and Arabic languages. He concluded that Arab children who had access to learn English during the Piagetian operational stage were more able to master the Arabic language than children who did not have the chance to learn English during that stage. It was also concluded that the knowledge of English helped in the development of the Arabic syntax of the children.

Language impaired children attending French immersion programs in Canada were also tested for cognitive, first and second language abilities.



After two years of instruction in a second language, the linguistic and cognitive skills of these children were similar to a comparable group of language impaired children who were educated only in their first language. This research showed that being taught in a second language does not hinder the development of the first (Burk, 1982).

Cummins (1976) mentioned that the security of the status of the mother language can never be affected negatively by the learning of a second language early as long as its status is kept high and the whole society recognizes its importance. The mother language can only be negatively affected if it is a minority language that is not highly ranked by the society as a whole.

Within the same lines, it can be argued that there should never be any fear that the Arabic language will be negatively affected by the early introduction of English during the pre-school years since colloquial Arabic is the majority language in Egypt. It is the language of the streets and of most of the TV programs and there is no lack of exposure to it. As for Fusha, it is the school language and the Quran language which is usually highly ranked. There is generally an assumed motivation of native speakers of Arabic to learn Fusha and to teach it to the children. According to Suleiman (1994), Arabic language plays the most important role in defining Arab identity, on the collective and the individual levels.

All the previous studies conclude that educational programs for children that include more than one language since an early age do not, apparently, retard the development of children in their native language.



However, in the United States the case of introduction of foreign language is different than it is in Canada or Latin America. In general, foreign languages are introduced later at school and they are not used as languages of instruction. In a study conducted by Taylor and Wright (1995), the effects on the mother tongue of early education versus early immersion in a second language were compared. The results showed that studying in the native language "had a positive impact on the personal and collective self-esteem" (p. 251) of the children which is a benefit not provided by second language instruction.

In Europe as well as in the United States, foreign languages are introduced to children in a later stage and is not the language of instruction.

These contexts differ from the situation in the Arab world where the native language (colloquial Arabic) is never taught at schools; whereas in Europe and in the States, the native language is not only the language of communication but also the language of instruction.

### **1.8.3 Research in the Middle East:**

In the Middle East, not enough linguistic and educational research discuss the issue of the effect of foreign language education on Fusha. Most of the research conducted was more focused on the position of the national language in the society. In 1983, a research study was carried out in Tunisia by El-Ma $\xi$ mury,  $\xi$ Ebeid, and El- $\xi$ azaly. This study was conducted by The Arab Organization for Education, Sciences & Culture. It examined the effect of studying second languages on Fusha. This study started by reviewing the language situation in the Arab world including the



phenomenon of diglossia and the different languages of instruction used whether they were Arabic or not. The researchers reported on a study by Al -Ebrahimi 1981 who studied the effects of both Algerian colloquial and French on the development of Fusha of preparatory students. It was found that errors due to the interference of colloquial were clearer than the ones due to the interference of French. However, Al Ebrahimi's study did not include any details about the type of test used by the researcher.

The method of the research conducted by Al Maḥmoudy, Ebeid and El ḥazaly was to administer questionnaires in order to find out the effect of other foreign languages on Fusha. One questionnaire was directed to students from primary and secondary schools and the other was directed to Arabic and foreign language teachers and supervisors. The subjects were seven hundred students from Jordan, Tunisia and Iraq. The questionnaire surveyed the students' aims for studying Arabic and foreign languages and their view of both the languages. Teachers and supervisors were to answer some questions regarding the effect of foreign languages on Fusha, whether they are negative or positive. Results of the questionnaire could be summarized in the following points:

- 1- Colloquial language in all the Arab countries is prevalent and is used in Fusha classes at schools and even in classical Arabic literature classes.
- 2- Students' attraction to the foreign languages and second languages is stronger than their attraction to Fusha.
- 3- Students mention the "difficulty" of Arabic and the curriculum especially in the advanced levels.



- 4- Students' attachment to Fusha is due to religious and emotional feelings not due to practical or linguistic reasons.
- 5- The objectives for teaching Arabic in all the stages were not all clearly and accurately formulated. The researchers found that the objectives were not systematically distributed among the levels of education. Some of the goals of teaching Arabic to students in the primary levels were also the goals of teaching Arabic at the secondary level.

This coincides with the view that clear guidelines for different proficiency levels in Arabic as well as clearly written objectives for learning Arabic do not exist in any Arab country. Arabs still need to clearly define what they need from the language for themselves as language users (Badawi 1992).

- 6- The objectives of teaching Arabic reflect that curriculum planners lack the understanding of the nature of the Arabic language and the complexity of its situation regarding diglossia. Some of the curriculum planners referred to colloquial Arabic as a "crooked" language that has no rules or syntax.
- 7- Objectives for teaching foreign languages at schools were found to be clearer and more specific than the objectives for teaching Arabic.
- 8- Finally, the researchers concluded that second and foreign languages do not have any negative effect on Fusha in any of the school years. It was also concluded that the deterioration of Fusha is due to the previously mentioned reasons and not due to the introduction of other foreign languages.

In Kuwait, a field study was reported by Habib (1995) who investigated the impact of introducing more than one language to children on their



mental abilities. A sample of 105 children including boys and girls was taken and they were to undergo IQ tests before and after the linguistic stimuli. The samples were divided into four groups. One group (the first experimental) included children who were exposed to English language stimuli. The second group (the second experimental) included children who were exposed to Arabic stimuli. The third group (the third experimental group) included children exposed to both English and Arabic stimuli. The fourth group was the control sample and included children who were not exposed to any linguistic stimuli. The results were in favour of the intelligence of children who were exposed to both English and Arabic stimuli. The researcher concluded that the mental abilities and the language skills of the children are positively affected when introduced to more than one language.

#### **1.8.4 Research in Egypt:**

In Egypt, some studies were conducted in the area of testing the effect of other languages on Fusha. In 1967, Hanna carried out a research study at Ain Shams University where he compared the performance of three groups of children in primary four from three different public schools: Omar Bin-El Khatab primary school, Shubra primary school and El Nukrashi primary school. During that time, English was introduced to students only at the beginning of the preparatory level. Each group consisted of 35 children. The researcher started the study by teaching English to a control group six hours a week for an academic year. Another group had less exposure to English (three hours a week) whereas the third group did not study English at all. The three groups went through a Fusha Arabic exam at the end of the year. Results showed that there was no great difference between the



groups. No negative effects of introducing the children to English on their Fusha level were reported in this paper.

Another study was conducted by Badr (1984) at the American University in Cairo. The study compared the performance of children who studied in both Arabic and English and children who studied only in Arabic on an Arabic achievement test. The comparison aimed at examining how learning English affects learning Arabic. The subjects were eighty Egyptian students who represent two types of school education in Egypt, private Arabic schools and private English schools. The subjects were between ten and eleven years old. Forty of them attended English schools and forty attended Arabic schools. They were in the sixth primary grade which was chosen because it was the last year in the primary education in Egypt at that time. The researcher wanted to test the Fusha acquisition during the whole primary stage. After taking the Arabic exam, the obtained results suggested that Arabic native speakers who studied in English scored higher than Arabic native speakers who studied only in Arabic. The results coincided with the researcher's hypothesis at the beginning of the study.

Another study conducted by Kary, (1993) in Ain Shams University showed that introducing English to children in the elementary level benefits the children's Fusha, and she states that there is no empirical evidence nor reference work that supports the claims that the early introduction of English or any other foreign language has a negative impact on the national language. Furthermore, Kary mentioned another study in



looks at this specific area and focuses on children who have been exposed exclusively to English at a very young age before joining the regular schools. As mentioned before, children after English preschooling join private language schools which have to follow the curriculum designed by the Ministry of Education in addition to the English curriculum designed by the school.

#### Children's curriculum at the Primary One stage in a Private Language School:

In the first year of the primary education in private language schools, children are instructed through the medium of English (i.e., mathematics, science and art). They are introduced to the Fusha curriculum designed by the Ministry of Education for the first time for one academic year through the Arabic language classes and the religion classes.

In the Arabic language classes children are introduced to the Arabic alphabet and are supposed to write and read in Fusha. According to the Arabic language curriculum designed by the Ministry of Education, children should acquire basic language skills such as mastering the phonemes of the Arabic language by the end of Primary One. In listening they should discriminate between the long and the short vowels and discriminate between sounds that are close to each other such as (s, S) and (t, T). As for speaking the children should learn how to briefly describe pictures, tell a short story and they should master the pronunciation of the Arabic sounds. Children should read aloud passages they have in their text with the correct vowelings and should be able to produce words in order to form correct and complete sentences. As for the writing skill, the child at this stage should be writing words and sentences studied before in clear



handwriting. They should be able to write a dictation that they have previously read.

As for religion, both Muslims and Christians children are asked to memorize some verses from the Quran and the Bible and they are tested orally. Children do not study anything else in Arabic at this particular stage of education.



## Chapter 2: METHODOLOGY

### 2.1 Instrument:

In order to measure students' achievement in Fusha during the first year of their primary education, a test was designed for this purpose. The test included material already covered during the year. The children studied "Iqra, Wa Uktub" "اقرأ و اكتب" which is the book assigned by the Ministry of Education. In order to design an achievement test based on the syllabus, the objectives of the textbook were used as the framework for the test design.

The objectives of teaching Arabic Language to the primary one level as listed in the teachers' guide are as follows:

The curriculum aims at enabling the child in the area of listening, speaking, reading and writing to do the following:

#### A) Listening:

- 1- Imitates birds, animals and machine sounds in the environment.
- 2- Pays attention to the speaker while listening and understands spoken speech.
- 3- Given a group of words that rhyme, differentiates the word that is different and does not rhyme with the others.
- 4- Follows a sequence of three oral instructions.
- 5- Distinguishes a word that is different in sound in the beginning and ending from a group of words.
- 6- Differentiates between the sounds of letters when listening to them.
- 7- Differentiates between letters that are similar in sounds.
- 8- Distinguishes between short and long vowels.



## B) Speech

- 1- Uses correct Arabic Language in short sentences.
- 2- To be able to tell a simple story.
- 3- Introduces one self to others mentioning full name, address and the job of the father.
- 4- Uses suitable greetings in situations and occasions.
- 5- Practices correct Arabic pronunciation.
- 6- Describes objects at home or in class.

## C) Reading:

- 1- Forms words from separate letters.
- 2- Recognizes a word within a simple sentence.
- 3- Identifies the 'shaddah', 'sukun' and the long vowel.
- 4- Differentiates between letters that are similar in pronunciation.
- 5- Identifies words with moon and sun 'Al' اَل and their pronunciation.
- 6- Enjoys reading the material introduced in the syllabus.

## D) Writing:

- 1- Writes his or her name.
- 2- Forms letters in their different positions in the word.
- 3- Writes words from separate letters and sentences from separate words.
- 4- Completes missing letters in given words.
- 5- Writes missing letters in different positions in the word.
- 6- Practices writing in clear printed handwriting (نسخ).
- 7- Writes the words with the moon and the sun letters.
- 8- Places dots over or under the letters.
- 9- Differentiates between letters that are similar in pronunciation.



- 10- Writing words with letters that have 'shaddah, sukun and nunation'.
- 11- Copies words or short sentences.
- 12- Writes a dictation.
- 13- Writes short sentences ( five words maximum) expressing their experiences and their environment.

It is evident that some of these objectives are not clear or accurate. For example, the objective "to enjoy reading the material introduced in the syllabus" is rather vague. This supports the results of the studies previously mentioned which concluded that the objectives for teaching Arabic to native speakers of Arabic have yet to be clearly defined. However, in order to design an achievement test, the question items had to follow the objectives of the assigned text.

The test focused on only three skills: Listening, reading and writing. Speaking as the fourth skill was not included in the test because Fusha is not a means of communication for children at that age. Questions in the test are based on the objectives which have been achieved.

The following are the objectives being measured on the test:

A) Listening:

- 1- Differentiates between the sounds of letters when listening to them.
- 2- Distinguishes between short and long vowels.

B) Reading:

- 1- Forms words from separate letters.
- 2- Recognizes a word within a simple sentence.
- 3- Identifies long vowels.
- 4- Identifies letters with moon and sun 'Al' ﺍﻝ and their pronunciation.



### C) Writing:

- 1- Writes his or her name.
- 2- Forms letters in their different positions in the word.
- 3- Writes words from separate letters and writes sentences from separate words.
- 4- Completes missing letters in different positions in the word.
- 5- Writes the words in the moon and the sun letters.
- 6- Places dots over and under the letters.
- 7- Writes a dictation.
- 8- Writes short sentences (five words maximum) expressing their experiences and their environment.

As previously mentioned, spoken Fusha does not apply to children at this age and therefore, was not tested.

The format of the items used are almost the same as the tasks or exercises that the children have been exposed to during the year. The test consists of ten questions.

#### **2.1.1 Validity of the test:**

The test for the purpose of this study is an achievement test. It is based on testing what students have been taught and is based on the objectives of the curriculum. The tasks on the test were also similar to those in the textbook. Therefore, to ensure construct validity ie. the validity of "what is being measured" the test was piloted on four children two from each group, not included in the sample. The results of the pilot indicated that the position of the dictation question which was initially placed as the last question, had to be shifted to become question number three. The reason for this was that the students had to listen to the researcher in the first two



questions, work on their own on questions three to nine and then listen to the researcher once again in question ten for the dictation. This was not efficient. The results also indicated that the instructions were clearly understood and the test design was appropriate. None of the students left a question blank and all were able to complete the test within the time assigned. None of the students complained about the test being difficult.

### **2.1.2 Reliability of the test:**

Using a statistical package - Testat - version 2.0 (1988), the reliability of the test was measured. The Cronbach -alpha coefficient, which is a measure of the internal consistency of the test at the item level, was found to be 0.92. Therefore, it can be stated that this achievement test is reliable.

The test consisted of ten questions and each question was based on a specific objective from the syllabus, (see Appendix (1) for the actual test). The following is a detailed description of the objectives and the structure of each question on the test:

#### Question 1:

Recognize the first sound of the word you listen to and circle the correct letter which is associated with that sound.

The objective of this task was to measure the ability to identify the sounds of particular letters in the Arabic words. This question consisted of four items. In each item students were to listen to a word and identify the first letter of the word. Students were given three letters and they had to circle the correct one.

#### Question 2:



Recognize the long vowel and circle the correct letter associated with the sound you listen to.

The objective of this task was to measure the ability of the children to identify long vowels and recognize their shapes. There are three vowels in the Arabic language. Students had to listen to four words each containing a long vowel. Given three choices they were required to circle the correct long vowel they hear.

### Question 3:

Dictation task.

It consisted of four unrelated sentences including 18 words. The vocabulary was taken from various parts of the text. All the letters of the alphabet were included except for the two sounds **D, Z** which are letters not frequently used. The dictation included many linguistic features such as long and short vowels.

### Question 4:

Circle the correct word.

This question consisted of four pictures and the students had to match words with pictures. Students were given two words and were required to circle the correct one naming the object in the picture. The two words for each picture were very similar and only differed by one letter. The objective of this question was to test the reading ability of the children.

### Question 5:

Form words using the given letters.



The question included four items of jumbled letters and the children were to reorder the letters to form a meaningful word. These words were taken from their textbook. The first two words were accompanied by pictures to help them recognize the word and the other two items were just jumbled letters without pictures. This question tested the children's ability to formulate meaningful words given some sounds.

Question 6:

Form sentences using the given words.

There were four items and in each item there were four jumbled words. Students were required to form correct sentences after putting the words in order. Students had been trained to answer such questions. The objective of this task was to test the knowledge of children that sentences are formed from different words and that they can give meaning only when they are in a certain order.

Question 7:

Underline the word which is the same as the word in the brackets.

The objective of this question was to test the ability of the children to recognize the shape of the words. They were given four sentences and one of the words is found in brackets at the end of the sentence. Students had to identify this word from the sentence and underline it. The question consisted of four items.

Question 8:

Draw a moon in front of the moon letter and a sun around the sun letter.



The objective of this question was to test the students' ability to differentiate between the different kinds of the ال that they had already covered in the syllabus. This is a phonetic rule : ال الشمسية والقمرية . The children were provided with four words and they were to identify which ال is indicated by drawing either a sun or a moon in front of each word.

#### Question 9:

Put the missing letter to complete the word.

This question included five sentences that had words with missing letters. This tasks tested the students' ability to recognize that words consist of different letters and that each letter has a different sound.

#### Question 10:

Write a full sentence to comment on the following pictures.

This question consisted of three pictures and the students were asked to comment on the pictures by writing sentences. This tested their ability to produce written Fusha at the sentence level.

### **2.2 Subjects:**

The study was carried out on seventy two Egyptian children aged six and a half to seven years old. They were enrolled in a private language school in the suburb of Maadi in Cairo. They consisted of two groups. One group of children was exclusively introduced to English during the preschool years (the subjects group) and there were thirty five students in this group. The other group of children were not exposed to English before joining the school (the control group). Students in both groups were of similar



socioeconomic background, whose parents are interested in their children receiving an education in English in private language schools. The rationale of choosing the subjects in the first year of their primary education is to trace the effect of preschooling and to test their performance in Fusha after being introduced to it for the first time at school. All primary one students at the school were included in the study. The subjects were then classified into two groups and the number of subjects in each group was equated.

### **2.3 Setting:**

The New Horizon School is one of the new private language schools in the district of Maadi (Zahraa, Al Maadi). It occupies the area of one feddan. There are two classes for the primary one level with thirty to thirty five students in each class. There are foreign English language and French language teachers in the school who are responsible for teaching both languages. The two classes are taught Arabic by the same Egyptian teacher who is a graduate of Dar Al  $\epsilon$ Uluum. The school follows the Ministry of Education of Egypt and Mathematics and Science are studied in English at this school. The subjects were selected from one school in order to control the variables as much as possible and to avoid the problem of comparing between two or more schools.

### **2.4 Test Administration:**

The test was administered in one class session of forty (40) minutes. Students followed directions and wrote their answers on the answer sheet. The instructions were given in colloquial to ensure that all the students



understood the assigned tasks. The first two items on listening were followed by a dictation. Then the examiner gave instructions for each question for the rest of the items in the test. The instructions were given in colloquial to ensure that all the students understood the assigned tasks.

### **2.5 Scoring the Test:**

Students' responses to questions 1,2,4,5,6,7,8,9 were scored using a binary approach as either right or wrong. Any blank or incorrect answer was considered wrong. The dictation (question 3) consisted of eighteen words and was thus scored out of eighteen. Any error or missing word was counted as incorrect.

In question ten, where students were to write three sentences, the answers were scored on the basis of whether or not students wrote more than one word which clearly expressed the meaning of the pictures. One word responses and blanks were counted as wrong. A response such as *أحبه* is considered a sentence and was scored as correct. Response such as *موز* or *تفاح* were counted as incorrect. Spelling was not taken into account and spelling mistakes in that question were disregarded.



## Chapter 3: RESULTS and DISCUSSION

### 3.1 Quantitative analysis of the data:

The purpose of the study was to investigate the influence of early exposure to English on Fusha development through comparing the performance of two groups on a Fusha achievement test.

The data collected was analyzed both quantitatively and qualitatively comparing the results of the two groups. The 'control group' consisted of children who had not been introduced to English during their preschool years while the 'subject group' were the children who had been exclusively exposed to English during their preschool years. The means of the student responses in each group for each question were obtained and T Tests were used to determine whether the differences were statistically significant or not. The total number of correct responses for each item excluding question three on dictation, were tallied for each group. A  $\chi^2$  (a chi - square) test was used to determine whether the differences in frequency counts for each group were significant or not.

In addition, an error analysis was conducted on students' responses on each item in each question. The results were compared for the two groups. Table One (1) shows the means and standard deviations of each group on the ten test questions.



Table One (1)

Means and Standard deviation of Each group on Test Questions

	Control Group		Subject Group		
	Mean	S.D	Mean	S.D	
Question1	3.31	0.75	3.61	0.80	not significant
Question2	3.72	0.94	3.92	0.37	not significant
Question3	12.42	4.21	2.97	3.83	not significant
Question4	3.53	1.03	3.53	0.88	not significant
Question5	3.25	1.08	3.53	0.88	not significant
Question6	2.47	1.46	2.94	1.41	not significant
Question7	3.5	1.23	4.0	0.00	not significant
Question8	2.25	1.25	3.31	1.19	3.67*
Question9	3.92	3.26	6.89	2.38	4.43*
Question10	0.67	1.07	2.06	1.29	4.98*

\* Significant at the 0.01 level.

The results show that there were no significant differences between the two groups on the questions one to seven, although in general the means of the subject group (who experienced English preschooling) tended to be higher than the control group (who did not experience English preschooling). The two groups were similar in ability to identify consonants and long vowels in words through listening, dictation skills, matching pictures and words, forming words from jumbled letters and



forming sentences from jumbled words and reading words within a sentence.

However, there were significant differences (at the 0.001 level) between the two groups differentiating between moon and sun, providing missing letters in words in the context of a sentence and producing sentences to describe pictures (questions 8,9,10).

Question	Group 1	Group 2	Significance
1	75%	77%	not significant
2	80%	87%	not significant
3	82%	85%	not significant
4	84%	87%	not significant
5	86%	87%	not significant
6	87%	88%	not significant
7	88%	89%	not significant
8	89%	90%	not significant
9	90%	91%	not significant
10	91%	92%	not significant
11	92%	93%	not significant
12	93%	94%	not significant
13	94%	95%	not significant
14	95%	96%	not significant
15	96%	97%	not significant
16	97%	98%	not significant
17	98%	99%	not significant
18	99%	100%	not significant
19	100%	100%	not significant
20	100%	100%	not significant
21	100%	100%	not significant
22	100%	100%	not significant
23	100%	100%	not significant
24	100%	100%	not significant
25	100%	100%	not significant
26	100%	100%	not significant
27	100%	100%	not significant
28	100%	100%	not significant
29	100%	100%	not significant
30	100%	100%	not significant
31	100%	100%	not significant
32	100%	100%	not significant
33	100%	100%	not significant
34	100%	100%	not significant
35	100%	100%	not significant
36	100%	100%	not significant
37	100%	100%	not significant
38	100%	100%	not significant
39	100%	100%	not significant
40	100%	100%	not significant
41	100%	100%	not significant
42	100%	100%	not significant
43	100%	100%	not significant
44	100%	100%	not significant
45	100%	100%	not significant
46	100%	100%	not significant
47	100%	100%	not significant
48	100%	100%	not significant
49	100%	100%	not significant
50	100%	100%	not significant



Table (2): Number of Students Scoring Correctly on each Test Item

Question no	Objective	Controls	Subjects	significance
1a	sound identification	86%	94%	not significant
1b		57%	77%	not significant
1c		92%	94%	not significant
1d		97%	94%	not significant
2a	Long vowel identification	95%	97%	not significant
2b		92%	97%	not significant
2c		95%	97%	not significant
2d		92%	100%	not significant
4a	Reading	81%	97%	not significant
4b		86.50%	97%	not significant
4c		92%	91.50%	not significant
4d		84%	97%	not significant
5a	Word formation	86.50%	87%	not significant
5b		86.50%	97%	not significant
5c		97%	86%	not significant
5d		57%	80%	not significant
6a	Sentence Structure	76%	88.50%	not significant
6b		60%	69%	not significant
6c		49%	68.50%	not significant
6d		81.50%	78%	not significant
7a	Identification of same wor	92%	100%	not significant
7b		89%	100%	sig 0.05
7c		86.50%	100%	sig 0.05
7d		84%	100%	sig 0.05
8a	Sun and Moon letters	20%	77%	sig 0.01
8b		70%	83%	not significant
8c		68%	88.50%	sig 0.05
8d		62	88.5	sig 0.01
9a	Missing letters	78%	88.50%	not significant
9b		50%	77%	sig 0.05
9c		35%	68%	sig 0.01
9d		35%	77%	sig 0.01
9e		38%	66%	sig 0.05
9f		40.50%	80%	sig 0.01
9g		51%	80%	sig 0.01
9h		60%	74%	not significant
9i	32%	80%	sig 0.01	
10a	Sentence Formation	35%	80%	sig 0.01
10b		16%	63%	sig 0.01
10c		16%	63%	sig 0.01



Table (3): An Error Analysis of the Dictation

No subjects	No controls	Error	Error
11	18	شبكة - حديقت	كتابة التاء المربوطة تاء مفتوحة
1	-	تشكل ناكل	خطأ في كتابة الهمزة المتوسطة
2	6		الخلط بين الحروف المتشابهة مخرجا الدال و الضاد
3	2	سياد	السين و الصاد
4	4	حظير	الظاء و الزاي
-	1	ظهبت	الظاء و الذال
1	-	نخسل	حاء و غين
-	2	زهبت	الزاي و الذال
3	1	حديكة - كطتي - ناكل	القاف و الكاف
1	-	كسير	التاء و السين
-	1	أصياد	اسقاط اللام الشمسية
13	7	ذهبتو - ذاهبت - حياوان - حاديقة	الخلط بين المد القصير و المد الطويل - الفتحة و الألف / الضمة و الواو
1	2	سبكة	أخطاء تتعلق بوضع النقاط على الحروف



Table (3) indicates the errors produced by students during dictation. As mentioned before, dictation is considered as the bridge between the spoken and the written language. In this table, column one and two indicate the number of children who produced a particular error. Column three shows the actual errors produced by the children, while column four describes the type of error that occurred. Take for example, the error of confusing between the two kinds of **t** which are similar in pronunciation but different in script ت ، ت : the actual error occurred in the word **shabakat** شبكة meaning net. As the table indicates, eleven children from the subject group mixed the two t's while eighteen students from the control group made the same error. It can be concluded from the table that mixing short and long vowels was the most frequent error that occurred in the dictation. Short and long vowels constitute a difficult aspect of the language not only for foreigners but for native learners as well. For example, errors like **zaahabtu and zahabtuu** (meaning I went) were frequent among students. The correct form should be **zahabtu** ذهبت.

### 3.2 Qualitative analysis of the data:

In the qualitative analysis each question is discussed separately as follows:

#### Question 1:

Circle the correct letter associated with the first sound you hear.

This question was designed to test the ability of the students to identify particular sounds in Arabic. The sounds chosen in the test were ones that students have problems with due to the interference from Colloquial Arabic, for example: (س،S،s، ز،Z،z، ك،q،k). Students were required to



listen to one word and circle only one letter which they thought represented the sound they heard.

Although there was no statistical significant difference between the performance of the control group and the subject group, however the subject group tended to have less errors than the control group. This shows that the exclusive instruction in English did not have a negative influence on the children's abilities to acquire Fusha as has been claimed in the literature. (refer to page 7) In the control group, seven out of thirty seven students circled two letters instead of one, whereas, with the subject group the error occurred only two times. Students circled the two letters which they confuse between Fusha and Colloquial. After listening to the word **qiTTah** قطة (meaning cat) the children had to select from three choices the one which correctly represents the sound **q**. Those three letters were **q,k,d**. ق,ك,د. Students circled both the **q** ق and the **k** ك the sounds of which are confused between Fusha and colloquial. This indicates that these children are still in a stage of fluctuation, where the knowledge of the sound and the representation of the sound in the written form is yet not stable. The students were hesitant and spontaneously circled the two letters out of confusion instead of circling one letter.

In the same question, fifteen out of thirty seven students from the control group circled the shape of the sound **z** ز instead of the letter which represented the sound **z** ذ. This error occurred only seven times in the subject group. The students listened to the word **zurah** ذرة (meaning corn) and they had a choice of three letters **z,r,z** ز,ر,ذ. They had to circle around only one shape of a letter representing the sound **z** ذ. Four students out of thirty seven from the controls circled **z** ز instead of **z** ذ and two students



circled both sounds **z** ذ and **z** ز. Seven students from the subjects made the same error. A possible interpretation for this error is the children's confusion in the diacritical marks (dots) because the two symbols of the two sounds have dots on top and only differ in their form. Those children from the two groups were still in the stage of learning the symbols of the sounds. In Egyptian colloquial, either the sound **z** ز or the sound **d** د replace the sound **z** ذ in all cases. The word **zurah** زرة is pronounced in colloquial as **durah**. The expected error was replacing **d** د instead of **z** ز, however, this did not occur.

#### Question 2:

Circle the correct letter associated with the long vowel you listen to.

This question was designed to test the listening ability of the students to identify the long vowels within individual words. They listened to four words each containing a different long vowel. Students had to circle the one letter which represents the long vowel they heard. In this question, students from the two groups hardly made any errors. The sounds of the long vowels were clear to them, especially as they had to choose among the three different letters representing the different long vowels **aa,uu,ii** آ,ي,وي. However, in the following question, students got confused between long and short vowels when they had to produce them.

#### Question 3:

This was the dictation question. Dictation is considered as an exercise for both listening and writing skills. It combines many discrete points of



structure and vocabulary together. (Omaggio 1986). The dictation part of the test was based on material familiar to the students. The words had been previously presented to them in the book. The researcher combined them in different contexts in order to avoid testing recall or memorization. Based on the statistics, there was no significant difference between the performance of the two groups. However, there were some common errors that the two groups shared with the tendency of the subjects to perform better. Eighteen out of thirty seven students of the controls wrote the *t* as *ط*, while eleven subjects made that error. The two phonemes sound the same. Both of them are plosives, voiceless and both of them share the same point of articulation. The difference between them is a phonemic difference, especially when it comes to idafa *اضافة*. The fact that students at the end of their academic year were still confusing between the usage of each indicates that the learning process of those two particular phonemes was not yet complete.

The dictation also indicated that some students from the two groups were mixed up between some sounds that are similar in the points of articulation. For example, six students from the controls confused between the *d* *د* and the *D* *ض* sounds, while two of the subjects confused between them. This error indicated that the students were not yet at the stage of producing the written form of the word, depended on what they heard and wrote the phoneme *D* *ض*. Some students had not yet learned the written form. The word which confused them was (*Sayyaad* *صياد*). Because the first sound is velar and the long vowel following it is velarized too, the last sound is heard as velar. Thus, instead of being written it as (*Sayyaad* *صياد*) the student wrote it (*Sayyaad* *صياض*) the same way as they heard it. The



same error of confusing two similar sounds occurred with the sounds *s* س and *S* ص. Both sounds are front, fricative and voiceless sounds. The only difference is that one is velar and the other is not. The two sounds represent two different phonemes in Arabic. Three students from the subjects and two from the controls made this error. Confusion also occurred between the two sounds *z* ز and *Z* ظ. The *Z* ظ sound is only present in the Egyptian colloquial and it is a fricative, voiced, and dentoalveolar while the sound in Fusha is fricative, voiced but interdental. The word (**gazar** جزر) was written by four students from each group as (**gaZar** جظر).

Moreover, two students from the control group replaced the sound *z* ذ by the sound *z* ز. This case of interference was not present in the subject group who were better able to handle the language.

Another confusion that occurred once in the control group was between the two sounds *x* خ and *ḡ* غ. These two sounds are fricative and uvular. The *x* خ is voiceless while the *ḡ* is voiced.

A process of assimilation occurs between these two sounds during speech. The voiceless sound of the *s* س affects the voiced one which is the *ḡ* that precedes it so it becomes *x* خ which is its voiceless equivalent. The word was written as (**naxsil** نخسل) instead of (**naḡsil** نغسل). Although this phenomenon of assimilation occurred only once in the two groups, however it indicates that the two children were able to identify the sound and wrote the allophone instead of the phoneme. They wrote the word in the way they heard it which indicated very high listening aptitude.



Another confusion that appeared only once in the subjects as indicated in Table (3) was the change of the sound th ت to the sound s س. This is the case in Egyptian colloquial. Both sounds are fricative and voiceless but the th ت is interdental while the s is not. This only case of confusion is most probably because of interference from colloquial. The background knowledge of the child made him release that the sound th ت as the sound s س.

As for the k ك and the q ق sounds, three students from the subject group confused between them while one from the controls did. The two sounds are plosives, and voiceless. The k ك sound is palatal while the q ق is uvular. The sound k ك does not have an equivalent emphatic sound in the Arabic language.

Moreover, some other errors occurred regarding the vowels. Some of the children could not differentiate between the long and the short vowel. Thirteen students out of the thirty five confused between short and long vowels, while seven controls made that error. However, when students were required in the previous task to identify the long vowel in certain words students had very few errors. When they were asked to produce what they heard in the written form, the variation of errors seemed to be greater. A possible explanation for this is that students perform generally better when it comes to recognition as a task rather than production.

Another interesting phenomenon that occurred is that some students from the two groups did not listen to the dictation they had been exposed to and depended on their memory. The students probably heard the first two or three words and assumed that the rest followed exactly as the textbook. The dictated sentence was: ( **naḡsil ,aydiinaa wa na.kul aggar**



**walxiyaar** (نغسل أيدينا و نأكل الجزر و الخيار). Twenty two children from both groups wrote it in the exact form as it was in the text which is (**nağsil ʔaydiina bil maa, waSSaabuun** (نغسل أيدينا بالماء و الصابون)). This reflects the focus on recall and memorization in both teaching and testing of children as a methodology of teaching.

The dictation included other errors concerning diacritical marks. Some Arabic letters are differentiated by the number and the position of the dots, for example ب، ت، ث، ن، د، ذ، س، ش، ر، ز، ح، ج، ح، ط، ظ. These diacritical marks which are phonemic in the Arabic language caused the children to be confused as they constitute one of the language difficulties for learners. Errors concerning the (hamza ʔ) and its place in the word occurred twice with the subjects. The (hamza ʔ) can be located as word initial or medial or final. The errors occurred when the (hamza ʔ) was located in the middle of the word. This error did not occur in the control group. Furthermore, the omission of the sun letter ل ج occurred once in the control group which indicated that some of the students were still depending on their listening skills and not on what they had learned. The **al** is not pronounced but is written down because it is followed by a sun letter. This is a phonetic rule in the Arabic language and students learn it. Testing this phonetic rule was in a separate question later. The product was written as **aSayyaad** أصياد instead of **alSayyaad** الصياد.



#### Question 4:

Circle the correct word which resembles the picture.

This question consisted of four pictures and under each picture there was a choice between two words. The words were similar to each other in order to test the students' ability to read accurately. The subjects tended to perform better than the controls although the difference in performance was not statistically significant. Some students were hesitant and circled two words for one picture. Some students were confused between the word (**sinnaarah** سِنَارَة) meaning fishing rod and replaced the word (**sitaarah** سِتَارَة), for example meaning curtain. This confusion possibly occurred because of confusion in the diacritical marks which differentiates between the two words.

#### Question 5:

Form words using the given letters.

This question tests the ability of the children to formulate words out of jumbled letters. It actually tests the vocabulary level of the students. This was a familiar task and students were trained during the academic year. The question was divided into four items and the first two were aided by two pictures indicating the item they were to rearrange. The other two items were not aided by pictures. Regarding the first item, children had to rearrange the word (**thalab** ثَلَب) meaning fox. Four students from the controls and three from the subjects could not rearrange the jumbled letters, however, students generally performed well on this item. The second item was to rearrange the word (**uSfuur** عَصْفُور) meaning bird and the letters were aided by pictures of a bird and a fox. Five students from



the controls and one from the subjects did not arrange the letters correctly. The third item in this question was to rearrange the word (**qiTTah** قطة) meaning cat with no picture aid. Not many mistakes occurred, three from the controls and five from the subjects could not rearrange the word, perhaps because it was a short word. As for the last item in the question, children were supposed to rearrange the word (**dagaagah** دجاجة) meaning hen. Sixteen students from the controls got it wrong while seven from the subjects did. Some of the students did not try to rewrite the word and others were mixed up in the positioning of the long vowel (**aa**). Some students started the word by the long vowel and some of them put it at the end of the word, while others misplaced it in the middle of the word. There was a statistical significant difference between the performance of the two groups on the word (**dagaagah** دجاجة). It is possible that the word itself is absent from the children's mind because its equivalent in Egyptian colloquial is (**farxah** فرخة) which is a completely different word. There is no relation between the Fusha and the colloquial name of the word while the other words in the rest of the items had slight differences between them as Fusha words and colloquial ones.

#### Question 6:

Form sentences using the given words.

Four items in this question tested the ability of the children to formulate sentences out of jumbled words. Knowledge of syntax of Arabic is involved in order to rearrange the words to make full meaningful sentences. Six students from the controls did not try to rearrange the words; they left the question blank while another ten from the controls



attempted some of the items but did not complete. In the subjects group five students left the whole question without attempting to rearrange any of the items while nine of them tried to arrange some of the sentences and left the others blank. Some of the children in both groups rewrote the sentences and others just put numbers on top of the words to signify which word comes before the other. This shows that the knowledge of vocabulary is much more than the knowledge of syntax. Because this phenomenon occurred equally in the two groups no effect of the type of preschooling can be detected.

#### Question 7:

Underline the word which is the same as the word in the brackets.

This question is a task that the children were trained on during the academic year. The children were supposed to identify a word within a sentence that is the same as the word between brackets at the end of the sentence. The objective of this task is to test the ability of the students to decode at the word level. It also measures children's cognitive ability. This task for testing the reading skill has been applied in testing reading in different languages. Four students from the controls left this question blank while all the subjects completed the question. It is possible that these children lost interest and left the questions blank and not that they were unable to complete them.

#### Question 8:

Draw a moon in front of the moon letter and a sun in front of the sun letter. This question tests the students' knowledge of the sun and the moon letters which is a task they were trained on during their academic year. The



students were supposed to draw a sun in front of the sun letters and draw a moon in front of the moon letters. The sun and the moon letters are phonetic phenomena that are clear in pronunciation but not in the written form. There was a significant difference between the performance of the two groups in this task. It may be possible that the students who had English preschooling had a better ability to learn language rules than the ones who had Arabic preschooling or none at all. It is also possible that the subjects had transferred the language skills they learned in English preschools to the learning of new Arabic rules.

#### Question 9:

Put the missing letter to complete the word.

This question included five separate sentences. Each sentence included two or three words with a missing letter which the children had to complete. In order to fill in the missing letter, students were required to read the words and pronounce carefully each sound while reading. Students were required to fill in nine missing letters in different words. Seven out of thirty seven control students left the whole question blank without any attempt to answer it, while three from thirty five subjects did the same. As shown in table two, the subjects performed significantly better than the control group. This question involves production at the word level. Students were required to complete words and make them meaningful.

#### Question 10

Write a full sentence to comment on the pictures.



This was the last task on the test. Students were required to comment in full sentences about three pictures. As shown in Appendix (1), there were pictures of a running horse, an apple and bananas. Eighteen out of thirty seven control students commented on the pictures using a word not full sentences. These words were just the name of the objects (horse, apple, bananas). Five students from the same group left the pictures blank with no comments. However, only seven students from the subject group commented using only one word for describing the objects and three students did not comment at all. The subject group were more expressive than the controls. A possible interpretation for the difference in performance between the two groups is the fact that English preschools encourage children to express themselves and invent stories. A technique that is used frequently in an English preschool is the open ended story. The teacher starts a story for the children and asks each one to think of a way to end it, or the teacher tells the whole story then asks for a different ending. This task helps the students develop their imagination and gives them self-confidence to express themselves. This skill of expressing and telling stories about pictures could be transmitted to the learning of the Arabic language. This ability of expressing oneself is a skill and is separate from linguistic knowledge. It has been shown in a study about the transfer of skills from Arabic to English and vice versa that both the skills of expressive writing and listening can be easily transmitted from one language to the other (Samaady and Nasr, 1995). They concluded in their research that when emphasising the listening and the writing skills in the Arabic language, the same skills will be strengthened in the English language and vice versa.



It was noted also from the students different ways of expressing themselves that pictures that involve some kind of movement elicited more expressions than pictures that do not involve any movement. For example, the picture of the running horse gave the students more space to invent a story about it more than just the apple or the banana. Appendix(2) includes some samples of the students' answer sheets. One of the students wrote that the horse runs after a bear, another commented that it is running in the garden, a third student stated that it is running fast while another student said that it is beautiful.



## CONCLUSION

This study was conducted to investigate the effect of the early introduction to English on the acquisition of Fusha among primary one children as compared to the effect of exposure only to Arabic on the acquisition of Fusha. For this purpose, a group of students was selected and divided into two groups. One group of students was exclusively introduced to English and the other group was only introduced to Arabic during the preschool years. A Fusha achievement test was conducted and the performance of the two groups of students was compared.

From the findings of the study, it can be concluded that the acquisition ability of Fusha was enhanced and promoted in the children who experienced English preschooling. The group who experienced English preschooling tended to perform better on the Fusha achievement test. One of the implications of the study is that learning in two languages can be conducive in realizing higher achievement levels of Fusha.

Another implication is that exclusive exposure to the Arabic language alone during the preschool years did not give advantage to those who learned in Arabic over those who were introduced to English in Fusha acquisition. On the contrary, children exclusively introduced to English performed better than those who were only introduced to Arabic during the preschool years. This may be due to the fact that the children were exposed mainly to colloquial Arabic and not Fusha. Students who received extra hours of Arabic during preschool did not score better on the achievement test.



On the other hand, problems in the acquisition of Fusha among children can be attributed to many other reasons other than the introduction of a foreign language. One of the reasons is the interference of colloquial Arabic. Another reason that may lead to problems in acquiring Fusha is the teaching methodology used and the curriculum of the Arabic language.

The results of the study have some linguistic implications on the curriculum. For example it can be concluded that more drills are needed to practice minimal pairs. e.g. emphatic versus non emphatic sounds. It has been noted that children confuse between the s and the S, ص، س and others such as t and T ط، ت. Minimal pairs as an exercise for the children would have been of great help in overcoming this confusion. Furthermore, the objectives of teaching the language and students performance, need to be defined more precisely.

Generally, the results of this particular study support the previous findings reported in the literature on children studying in more than one language or introduced to a second language early on. The recent studies in the literature indicated that learning in more than one language at an early age does not negatively affect the first language of the child.

More research is still needed to identify linguistic problems which inhibit the learning / teaching of Fusha in order to cater for designing the curriculum of the Fusha. Moreover, more research is needed in the area of attitudes and motivation of the students toward learning Fusha. The effect of the attitude and motivation of learning on the acquisition of Fusha need



to be investigated. Also, it is important to compare different methodologies on teaching and their influence on the acquisition of Fusha.

Finally, objectives for teaching Arabic to native speakers of Arabic have to be defined more clearly and accurately, particularly regarding training the writing and listening skills.

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Appendix (1)  
The test

نموذج اختبار فى اللغة العربية  
للفصف الأول الابتدائى  
ورقة الأستاذ

1) تنطق الكلمات الآتية بوضوح:

قطعة

ذرة

صياد

ظرف

2) تنطق الكلمات الآتية بوضوح:

كتاب

صندوق

كريم

سرير

3) الاملاء

يملى الأستاذ ما يأتى بوضوح:

- شبكة الصياد فيها سمك كثير.
- قطتى تركب الجمال و الحمير.
- ذهبت الى حديقة الحيوان.
- نغسل أيدينا و نأكل الجزر و الخيار.



نموذج اختبار في اللغة العربية  
للفصل الأول الابتدائي  
ورقة الطالب

الاسم: \_\_\_\_\_

١) ارسم دائرة حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك ذ

ر ز ن

س ز ص

ط ظ ذ

٢) ارسم دائرة حول نوع المد الذي تسمعه في الكلمة:

ا ي و

ى ا و

و ي ا

ى و ا



٣٠٠ ( الاملاء: )

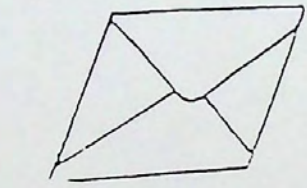
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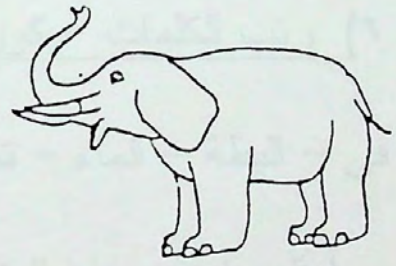
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٤) ارسـم دائـرة  حـول الكـلمـة الصـحـيـحـة:



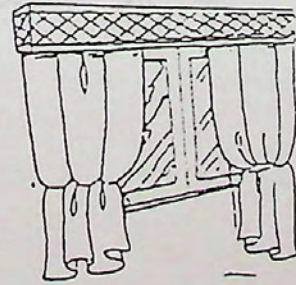
ظرف  ظبي



فيل  فضل



ورد  ولد



ستارة  سنارة



٥) رتب الحروف - كون كلمات:

ع - ث - ل - ب (الأحرف)

ص - ع - ر - و - ف (وطن)

ة - ق - ط (الماء)

ج - ج - ة - د - ا (الجم)

٦) رتب الكلمات - كون جملا:

فى - البطة - الماء - تعوم

حمامة - فى - و - المزرعة - هدهد

جميل - الكل - سنة - يا - حلوة - يغنى

تشرب - تأكل - و - اللبن - السمك - قطتى



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال. (الأهرام)

على الحائط خريطة وطنى مصر. (وطنى)

أعب الكرة و أعوم فى الماء. (أعب)

أخى رسم لوحة راعى الغنم. (رسم)

(٨) ارسم أمام ال الشمسية و أمام ال القمرية:

الفراشة

الصباح

الولد

السمكة



أسمع كلا أمي

بيت الزوائف نظيف و منظر

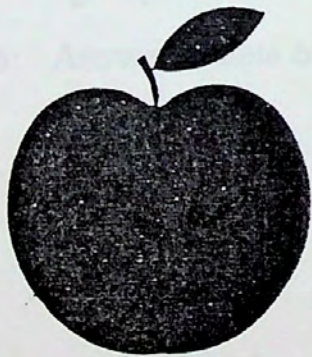
الكلب يجر وراءه علب.

الشبكة فيها س ك كثر

ألعب الكرة و أعو في الماء.









## Appendix (2)

### Samples of students' responses on the Fusha Arabic achievement test

- Sample 1: Answer sheets of highest performing students in the control group.
- Sample 2: Answer sheets of students performing at the mean of the control group.
- Sample 3: Answer sheets of students with the lowest performance in the control group.
- Sample 4: Answer sheets of highest performing students in the subject group.
- Sample 5: Answer sheets of students performing at the mean of the group.
- Sample 6: Answer sheets of students with lowest performance in the subject group.



7

نموذج اختبار في اللغة العربية

للفص الأول الابتدائي

ورقة الطالب \*

الاسم: سارة رشيد

(1) ارسم دائرة حول رمز الصوت الذي تسمعه في أول الكلمة:

- ق ك د
- ر ز ذ
- س ز ص
- ط ظ ذ

(2) ارسم دائرة حول نوع المد الذي تسمعه في الكلمة:

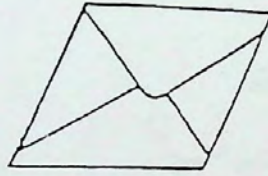
- ا ي و
- ا ي و
- ا ي و
- ا ي و



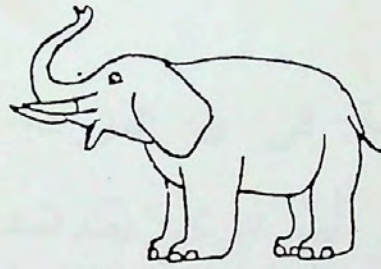
٣) الاملاء:

شكاه الصياد فيها ساء كثير  
قطع تركب الجمال والحصير  
أهبتوا إلى حديقة الحيوان  
أغسل أيدينا الصبر والخيار

٤) ارسم دائرة حول الكلمة الصحيحة:



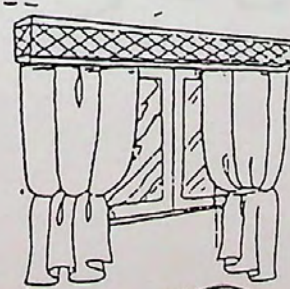
ظهير (ظرف) ظهير



فصل (فيل) فصل



ورد (وردة) ولد



ستارة (ستارة) ستارة



٥) رتب الحروف - كون كلمات:



ع-ك-ل-ب-ثعلب



ص-ع-ر-و-ف-عصفور

ة-ق-ط-قطعة

ج-ح-ة-د-ار-رجالة

٦) رتب الكلمات - كون جملا:

فى - البيطة - الماء - تعوم البيطة تعوم فى الماء

حمامة - فى - و - المزرعة - هدهد

فى المزرعة هدهد وحمامة

جميل - الكل - سنة - يا - حلوة - يفتى

الكل يفتى سنة حلوه يا جميل

تشرب - تاكل - و - اللبن - السمك - تشرب - ففتى

ففتى تشرب اللبن وتاكل السمك



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلى:

شاهدنا الأهرام و ركبنا الجمال • (الأهرام)

على الحائط خريطة وطنى مصر • (وطنى)

ألعب الكرة و أعوم فى الماء • (ألعب)

أخى رسم لوحة راعى الغنم • (رسم)

(٨) ارسم ☀ أمام ال الشمسية و @ أمام ال القمرية:

القراشة

الصباح

الولد

السمكة



(٩) ضع الحرف الناقص:

أسمع كلام أمي

بيت الزواحف نظيف و منظ

الكلب يجرى وراء الزعبل.

الشبكة فيها سمك كثير.

ألعب الكرة و أعوم في الماء.

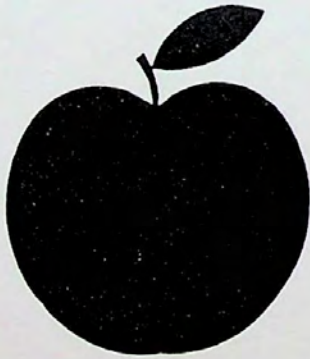




١٠. عبّر عن كل صورة بجملة مفيدة:



أر الحصان يجري



تفاحة مفيدة



الموز لذيذ



# نموذج اختبار في اللغة العربية

## للفصل الأول الابتدائي

ورقة الطالب \*

الاسم: إبراهيم مصطفى - فوسحى - -----

(١) ارسم دائرة ○ حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز ن

س ز ص

ط ظ ذ

(٢) ارسم دائرة ◌ حول نوع المد الذي تسمعه في الكلمة:

أ ي و

ي ا و

و ي ا

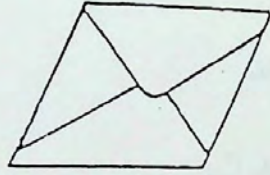
ي و ا



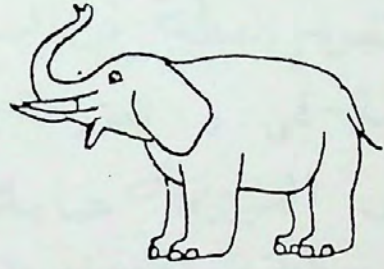
(٣) الاملاء:

شبكة الصيار قيعاسوك كثيره  
قطرت تركيب الجمال والدمير  
ذهبت إلى حديقة الحيوانات  
نغسل ايدينا ونأكل الجزر والخيار

(٤) ارسم دائرة حول الكلمة الصحيحة:



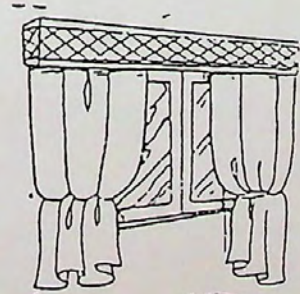
ظبي (طرف) ظبي



فيل (فيل) فصل



ورد (ورد) ولد



ستارة (ستارة) سنارة



٥) رتب الحروف - كون كلمات:



ع-ك-ل-ب

تعلب

ص-ع-ر-و-ف

عصفور

ة-ق-ط قطة

ج-ج-ة-د-ا ر جاجة

٦) رتب الكلمات - كون جملا:

في - البطة - الماء - تعوم

تعوم البطة في الماء

حمامة - في - و - المزرعة - هدهد

في المزرعة حمامة وهدهد

جميل - الكل - سنة - يا - حلوة - يعني

الكل يعني سنة حلوة يا جميل

تشرب - تأكل - و - اللبن - السمك - تشرب - قطي

قطي تأكل السمك وتشرب اللبن




(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطني مصر . (وطني)

ألعب الكرة و أعوم في الماء . (ألعب)

أخى رسم لوحة راعي الغنم . (رسم)

(٨) ارسم  أمام ال الشمسية و @ أمام ال القمرية:

القراشنة

الصباح

الولد

السمكة



(٩) ضع الحرف الناقص:

أسمع كلام أمي

بيت الزواحف نظيف و منظم

الكلب يجرى وراء الأتعلب.

الشبكة فيها سمك كثير.

ألعب الكرة و أعوم في الماء.



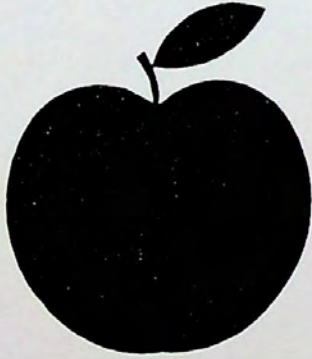


(١٠) عبر عن كل صورة بجملته مفيدة:

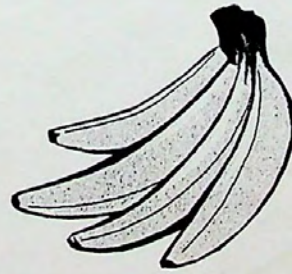


حصاناً يجرى وهو مسرور

نقاعة



موز





نموذج اختبار في اللغة العربيةللفص الأول الابتدائي

ورقة الطالب\*

الاسم: معتصم١) ارسم دائرة حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز ذ

س ز ص

ط ظ ذ

٢) ارسم دائرة حول نوع المد الذي تسمعه في الكلمة:

أ ي و

أ ي و

أ ي و

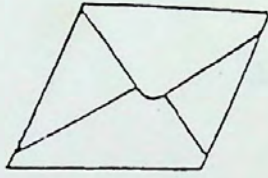
أ ي و



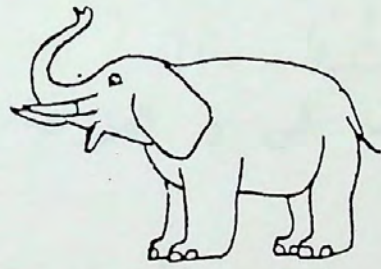
(٣) الاملاء:

تَبَّأْتُهُ أَيَّ سَبَبٍ رَزَّرَ  
كَتَبْتُ فِي الْإِجْمَالِ وَنَظَّرَ  
جَدُّنِي إِلَى  
وَنَفَّسْتُ أُنثَاكَ الْخِيَارَ

(٤) ارسم دائرة حول الكلمة الصحيحة:



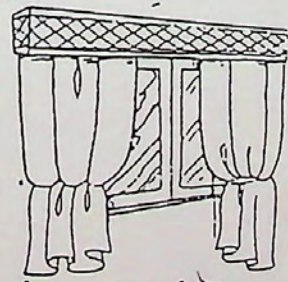
ظرف (circled) ظهري



فيل (circled) فصر



ورد (circled) ولد



ستارة (circled) سنارة



(٥) رتب الحروف - كون كلمات:



ع-ث-ل-ب

شعالب

ص-ع-ر-و-ف

كصفور

ة-ق-ط  
قطة

ج-ج-ة-د-ا

الجيلة

(٦) رتب الكلمات - كون جملا:

في - البيطة - الماء - تعوم

والبيطة ١١

حمامة - في - و - المزرعة - هدهد

جميل - الكل - سنة - يا - حلوة - يعنى

تشرب - تأكل - و - اللبن - السمك - تشرب - فماتي




(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)


على الحائط خريطة وطنى مصر . (وطنى)

ألعب الكرة و أعوم فى الماء . (ألعب)

أخى رسم لوحة راعى الغنم . (رسم)

(٨) ارسم  أمام ال الشمسية و ☾ أمام ال القمرية:

القراشة

الصباح 

الولد

السمكة



(٩) ضع الحرف الناقص:

أسمع كلاً أُمي

بيت الزوا ف نظيف و منظ

الكلب يجر وراء ال علب.

الشبكة فيها س ك كث ر.

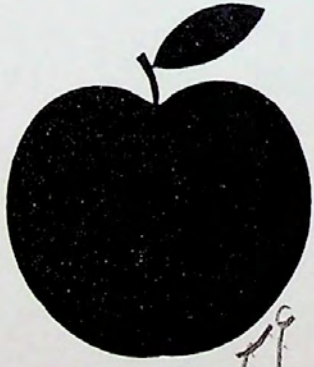
ألعب ال رة و أعو ف الماء.



١٠ عبر عن كل صورة بجملـة مفيدة:



يسيرى



أفـل



أفـل



نموذج اختبار في اللغة العربية

13

للفصل الأول الابتدائي

ورقة الطالب\*

الاسم: عشالمة محمد داهود

(١) ارسم دائرة  حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د  
ر ز ذ  
س ز ص  
ط ظ ذ

(٢) ارسم دائرة  حول نوع المد الذي تسمعه في الكلمة:

ا ي و  
ى ا و  
و ي ا  
ى و ا



(٣) الاملاء:

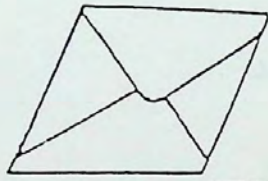
شبت السهل فوهينك شبر

قلتي تنار جرد والخيول

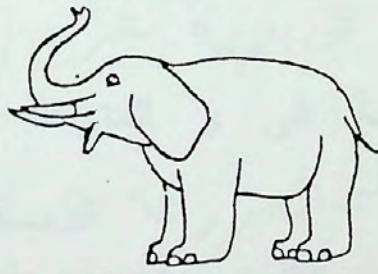
رؤيتك حدي

آيسيل ساعنك تاكسيل الحيار

(٤) ارسم دائرة حول الكلمة الصحيحة:



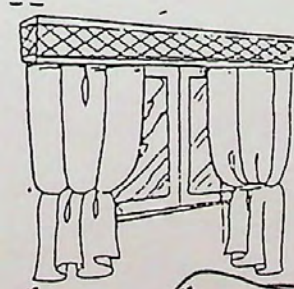
ظرف (circled) طيب



فيل (circled) فصر



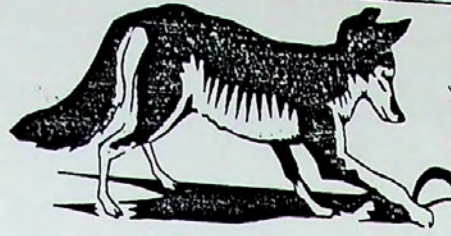
ورد (circled) ولد



ستارة (circled) سنارة



٥) رتب الحروف - كون كلمات:



ع-ك-ل-ب

تُكَلِّبُ

ص-ع-ر-و-ف

عصفرو

ة-ق-ط

وطئ

ج-ج-ة-د-ا

جِجَادَةٌ

٦) رتب الكلمات - كون جملا:

في - البيطة - الماء - تعوم

في البيطة تعوم الماء

حمامة - في - و - المزرعة - هدهد

في المزرعة هدهد

جميل - الكل - سنة - يا - حلوة - يعنى

تشرىب - تاكل - و - اللبن - السمك - تشرىب - قطئ



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:


شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

ألعب الكرة و أعوم فى الماء . (ألعب)

أخى رسم لوحة راعى الغنم . (رسم)

(٨) ارسم ☀ أمام ال الشمسية و ⊙ أمام ال القمرية:

القراشة 

الصباح 

الولد

السمكة



(٩) ضع الحرف الناقص:

أسمع كلا أمي

بيت الزوا ف نظيف و منظ

الكلب يجر وراء ال علب.

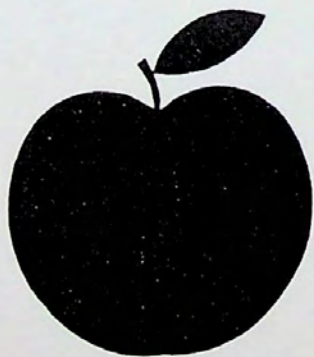
الشبكة فيها س ك كثر.

ألعب ال رة و أعود في الماء.





١٠) عبر عن كل صورة بجملة مفيدة:





لصف الأول الابتدائي

12

ورقة الطالب \*

الاسم: ياسر سام

(١) ارسم دائرة حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د  
ر ز د  
س ز ص  
ط ظ ذ

(٢) ارسم دائرة حول نوع المد الذي تسمعه في الكلمة:

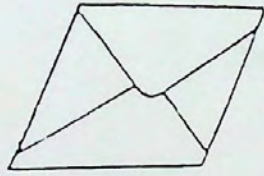
ا ي و  
ي ا و  
و ي ا  
ي و ا



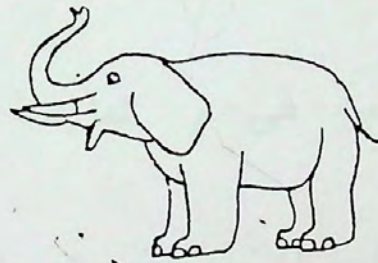
(٣) الاملاء:

شربك ال  
فوق سماء كثر  
خطمي تتلوي جمل و البحر  
أبيرينا وه

(٤) ارسم دائرة حول الكلمة الصحيحة:



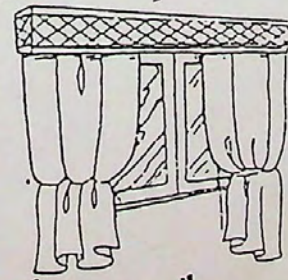
ظرف ظهير



فيل فصل



ورد وردة



ستارة ستارة



٥) رتب الحروف - كون كلمات:



ع-ث-ل-ب

ثعلب

ص-ع-ر-و-ف

كمفور

ة-ق-ط

قمة

ج-ج-ة-د-ا

٦) رتب الكلمات - كون جملا:

النظية تسمى في الحاء  
في - البطة - الماء - تعوم

حمامة - في - و - المزرعة - هدهد

جميل - الكل - سنة - يا - حلوة - يغنى

تشرب - تأكل - و - اللبن - السمك - تشرب - قطني



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

ألعب الكرة و أعوم فى الماء . (ألعب)

أضى رسم لوحة راعى الغنم . (رسم)

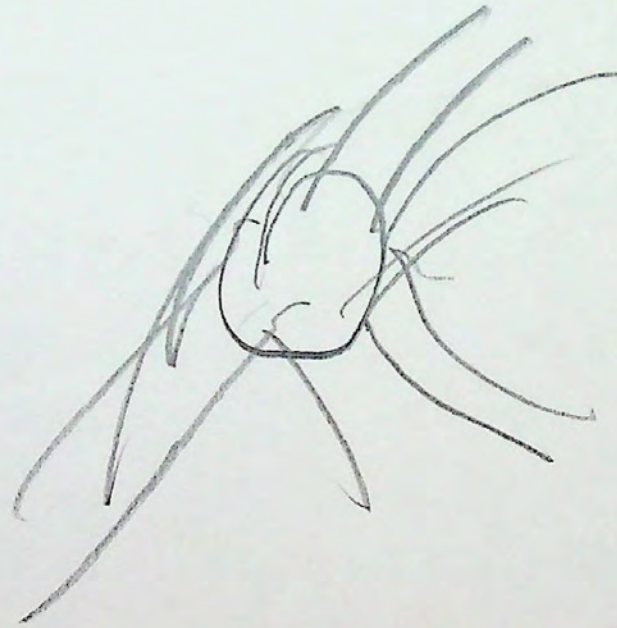
(٨) ارسم ☀️ أمنم ال الشمسية و ☾ أمنم ال القمرية:

الفراشة

الصباح

الولد

السمكة





أسمع كلا أُمي

بيت الزوا ف نظيف و منظ

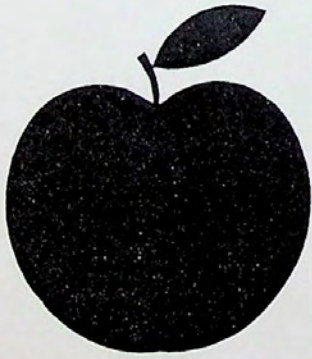
الكلب يجر وراء ال علب.

الشبكة فيها س ك كثر ر.

ألعب ال رة و أعو في الماء.



(١٠) عبر عن كل صورة بجملته مفيدة:





نموذج اختبار في اللغة العربية

9

للف الأول الابتدائي

ورقة الطالب\*

الاسم: أحمد لسرى عبد العزيم

(1) ارسم دائرة حول رمز الصوت الذي تسمعه في أول الكلمة:

ق (ك) د

ر ز (ذ)

س ز (ص)

ط (ظ) ذ

(2) ارسم دائرة حول نوع المد الذي تسمعه في الكلمة:

أ (ى) و

ب (ا) و

ج (ا) و

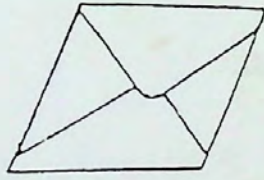
د (ى) و ا



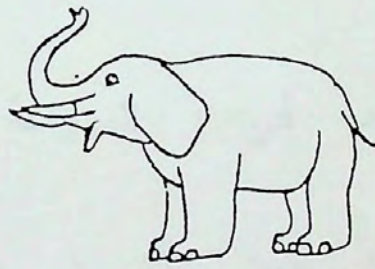
(٣) الاملاء:

تَشِيك الدَّقِيس سَمَاكَهُر قَطَّحِ  
تَرِيءَ حِلَّ الجِرِّ أَيْرِي تَارَ حِيَا  
تَأْكَلَهُ

(٤) ارسم دائرة حول الكلمة الصحيحة:



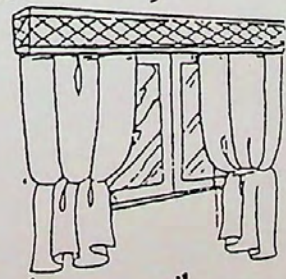
ظرف لجبر



فيل فيل



ورد وردة



ستارة ستارة



٥) رتب الحروف - كون كلمات:



ع-ك-ل-ب

حليب

ص-ع-ر-و-ف

صهور

ة-ق-ط

قطي

ج-ج-ة-د-ا

٦) رتب الكلمات - كون جملا:

المنطة - الماء - تعوم

في - البطة - الماء - تعوم

حمامة - في - و - المزرعة - هدهد

جميل - الكل - سنة - يا - حلوة - يعنى

تشرب - تاكل - و - اللبن - السمك - تشرب - قطي



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطني مصر . (وطني)

ألعب الكرة و أعوم في الماء . (ألعب)

أخى رسم لوحة راعي الغنم . (رسم)

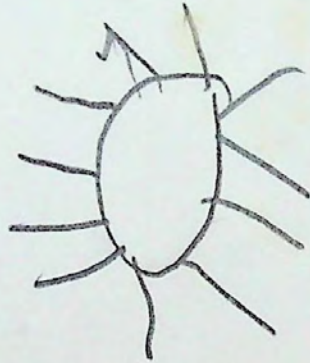
(٨) ارسم ☀ أمام ال شمسية و ⊙ أمام ال القمرية:

الفراشة

الصباح

الولد

السمكة





(٩) ضع الحرف الناقص:

أسمع كلا أمي

بيت الزواف نظيف و منظر

الكلب يجرد وراء ال علب.

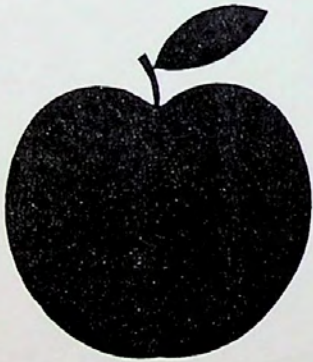
الشبكة فيها س ك كثر ر.

ألعب ال رة و أعود في الماء.





١٠) عبر عن كل صورة بجملة مفيدة:





نموذج اختبار في اللغة العربيةللمصف الأول الإبتدائي

ورقة الطالب\*

الاسم: عمر الخطيب(١) ارسم دائرة ○ حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز ذ

س ز ص

ط ظ ذ

(٢) ارسم دائرة ○ حول نوع المد الذي تسمعه في الكلمة:

أ ي و

أ ي و

أ ي و

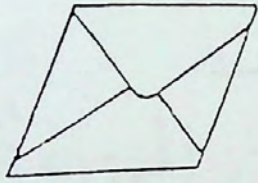
أ ي و



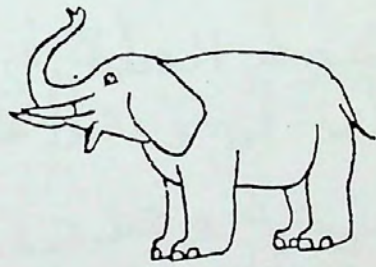
٣) الاملاء:

شبكة المرباد فيها سباق كثير  
قطرتي الركب، الخيال والمهيز  
ذهبنا الى حديقة الحيوان  
تغسل أيدينا وتأكل الجوز والخبز

٤) ارسم دائرة حول الكلمة الصحيحة:



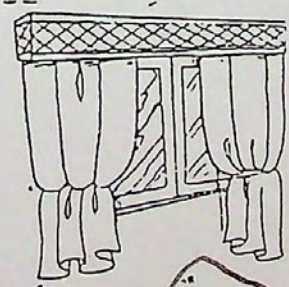
ظرف (ظرف) طبرس



فيل (فيل) فصل



ورد (ورد) ولد



ستارة (ستارة) سنارة



(٥) رتب الحروف - كون كلمات:



ع - ث - ل - ب

شعلب

ص - ع - ر - و - ف

عمفور

ة - ق - ط

قطرة

ج - ج - ة - د - ا

دجاجة

(٦) رتب الكلمات - كون جملا:

م في - البطة - الماء - تعوم  
ع  
ا

تعوم البطة في الماء  
حمامة - في - و - المزرعة - هذه

حمامة وهذه في المزرعة  
جميل - الكل - سنة - يا - حلوة - يعني

الكل يعني سنة حلوة يا جميل

تشرب - تأكل - و - اللبن - السمك - تشرب - قطتى

قطتى تأكل السمك وتشرب اللبن



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

ألعب الكرة و أعوم فى الماء . (ألعب)

أخى رسم لوحة راعى الغنم . (رسم)

(٨) ارسم ☀️ أمام ال الشمسية و ☾ أمام ال القمرية:

☾ القراشة

☀️ الصباح

☾ الولد

☀️ المساء



(٩) ضع الحرف الناقص:

أسمع كلام أمي

بيت الزواحف نظيف و منظم

الكلب يجري وراء الأعداب.

الشبكة فيها سمك كثير.

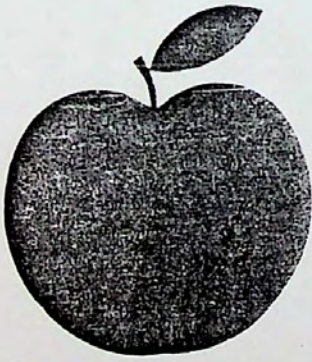
ألعب الكرة و أعوم في الماء.



(١٠) عبر عن كل صورة بجملته مفيدة:



الحصان يجيب في الحقيقة.



أنا أحب التفاح.



أنا أحب الموز.



40  
نموذج اختبار في اللغة العربية

للفصل الأول الإبتدائي

ورقة الطالب \*

الإسم: سينا باهر

(١) ارسم دائرة ○ حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز ذ

س ز ص

ط ظ ن

(٢) ارسم دائرة ○ حول نوع المد الذي تسمعه في الكلمة:

أ ي و

أ و

أ ي

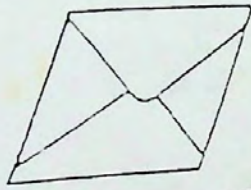
أ و



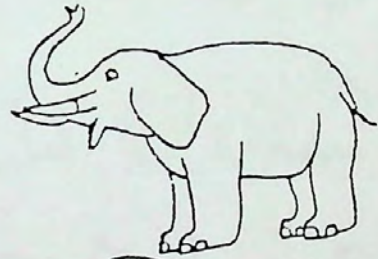
(٣) الاملاء:

شبكة الصيد في قبة سبك كثير  
قطعت تركيب الجبال والامير  
زصبت الي حبيقة العيون انما هو ابي  
نكسل انا وناكل البوز والخيارد

(٤) ارسم دائرة حول الكلمة المستقيمة:



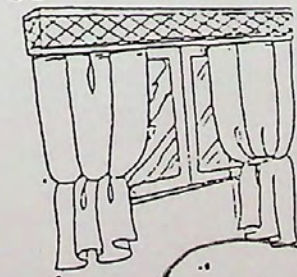
ظرف  
ظهير



فيل  
فصل



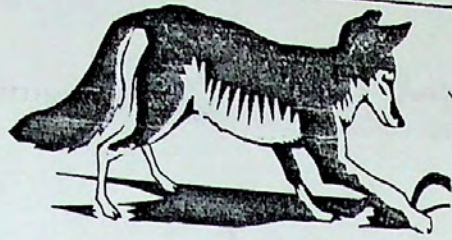
ورد  
وردة



ستارة  
سنارة



٥) رتب الحروف - كون كلمات:



ح - ن - ل - ك - ب

نخل

ك - ح - ر - و - ن

عصفور

ق - ح - ط

ظفة

ج - ح - ع - ل - ا

لجاجة

٦) رتب الكلمات - كون جملا:

في - البطة - الماء - تعوم

حمامة - في - و - المزرعة - هذهد

جميل - الكل - سنة - يا - حلوة - يعنى

تشرب - تاكل - و - اللبن - السمك - تشرب - قمتي



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

أعب الكرة و أعوم فى الماء . (أعب)

أهى رسم لوحة راعى الغنم . (رسم)

(٨) ارسم ☀️ أمام ال شمسية و 🌙 أمام ال القمرية:

الفرشة ☞

الصباح ☀️

الولد ☞

الساعة ⌚



(٩) ضع الحرف الناقص:

أسمع كلام أمي

بيت الزواف نظيف و منظم

الكلب يجرك وراء الأُغلب.

الشبعة فيها سوك كشر.

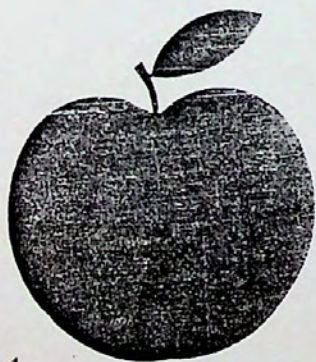
ألعب اليرة و أعوم في الماء.



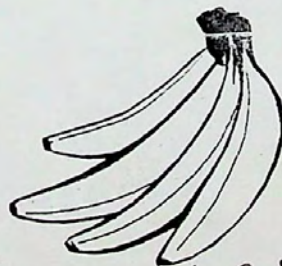
(١٠) عبر عن كل صورة بجملته مفيدة:



الحصان يجي وداو دبا



التفاحة جميلة



لعن الكعز اصفو



نموذج اختبار في اللغة العربيةالصف الأول الابتدائي

ورقة الطالب \*

الاسم: أحمد راضي قراج(١) ارسم دائرة  حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د  
 ر ز ذ  
 س ز ص  
 ط ظ ذ

(٢) ارسم دائرة  حول نوع المد الذي تسمعه في الكلمة:

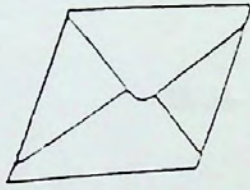
ا ي و  
 ا ي و  
 ا ي ا  
 ا ي و



٣) الإملاء:

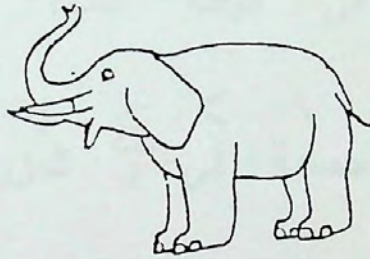
سبلة الصيد فيها سبد كثير  
قطرت تركيب العسل والسكر  
تصنعت إلى حديقة الديوانع أي وأهي  
تسجل أيدينا بالراء والصابونة

٤) ارسم دائرة ○ حول الكلمة المستقيمة:



لخبير

ظرف



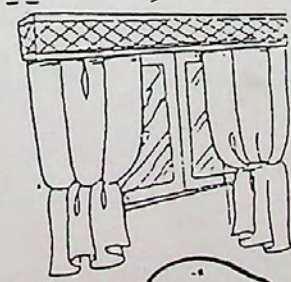
فيل

فصل



وردة

ولد

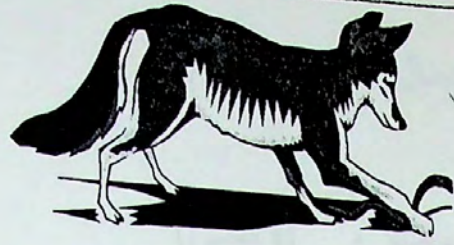


ستارة

ستارة



٥) رتب الحروف - كون كلمات:



كَلْب  
ع-ت-ل-ب

كَضْفُول  
ص-ع-ر-و-ف

قَطَاة  
ة-ق-ط

رَبَايَةَ  
ج-ب-ة-د-ا



٦) رتب الكلمات - كون جملا:

١- في - البطة - الماء - تعوم

٢- حمامة - في - و - المزرعة - هدهد

٣- جميل - الكل - سنة - يا - حلوة - يقنى

٤- تشرب - تاكل - و - اللبن - السمك - تشرب - قطنى



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

أعب الكرة و أعوم فى الماء . (أعب)

أشى رسم لوحة راعى الغنم . (رسم)

(٨) ارسم ☀ أمام ال شمسية و ☾ أمام ال القمرية:

الفراشة القرية

الصباح الشمسية

الولد القمرية

السنة الشمسية



(٩) ضع الحرف الناقص:

أسمع كلاس أمي

بيت الزواحف نظيف و منظم

الكلب يجرد وراء الصعاب.

الشبيبة فيها سحر كثير.

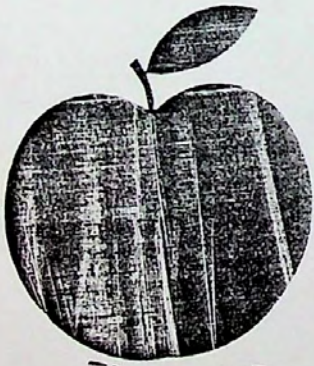
أعب الكرة و أعوم في الماء.



١٠) عبر عن كل صورة بجملته مفيدة:



حصان



-تفاحة-



موز



12

نموذج اختبار في اللغة العربية

نصف الأول الابتدائي

ورقة الطالب

الاسم: ماهيبة ب. حمامة

١) ارسم دائرة حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز

س ز ص

ط ظ ذ

٢) ارسم دائرة حول نوع المد الذي تسمعه في الكلمة:

أ ي و

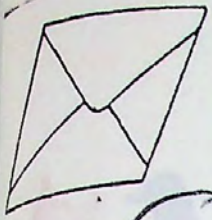
ي أ و

و ي أ

ي و أ

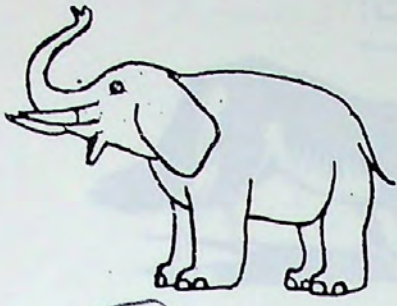


٣) ارسم دائرة حول الكلمة الصحيحة:



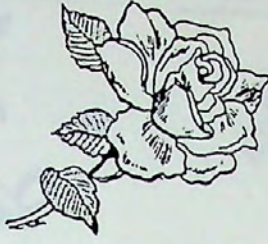
ظهير

ظرف



فيل

فصل



وردة

ولد



سنارة

ستارة

٤) الاملاء:

شأ بك في الصياح فها سياتك ممشدة.

قطعتي تتركب الخيال و الذهبية.

زهبت إلى حنطة العيون مع أبي و أمي.

تغسل ابني و ثا كل الجرد و الخبار.



٥) رتب الحروف - كون كلمات:



٢ ا ٣  
ع - ث - ل - ب  
شلب



ص - ع - ر - و - ف  
عمقور  
ة - ق - ط قفاة

ج - ج - ة - د - ا  
ر جابة

٦) رتب الكلمات - كون جملا:

٣ ا ٢  
في - البطة - الماء - تعوم

٣ ا ٤ ٢ ٥  
حمامة - في - و - المزرعة - هدهد

٣ ا ٢ ٥  
جميل - الكل - سنة - يا - حلوة - يقنى

٥ ا ٢ ٤ ٦ ٣  
تشرب - تاكل - و - اللبن - السمك - تشرب - قمتى



٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

العب الكرة و أعوم فى الماء . (العب)

أخى رسم لوحة راعى الغنم . (رسم)

٨) ارسم ☀ أمام ال الشمسية و ☾ أمام ال القمرية:

☾ القراشة

☀ الصباح

☾ الولد

☀ السمعة



٩٠) ضع الحرف الناقص:

أسمع كلام أمي

بيت الزواحف نظيف و منظم

الكلب يجرك وراء العجلب.

الشبكة فيها سرك كثير.

ألعب الكرة و أعوم في الماء.



أحد التوت



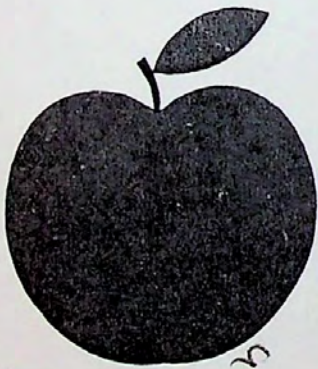
أكل الموز



١٠. عبر عن كل صورة بجملته مفيدة:



الاهمان يجرى بسرعة



أحب الشظاة



اكل الموز



١) ارسم دائرة ○ حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز ذ

س ز ص

ط ظ ذ

٢) ارسم دائرة ○ حول نوع المد الذي تسمعه في الكلمة:

أ ي و

ي ا و

و ي ا

ي و ا

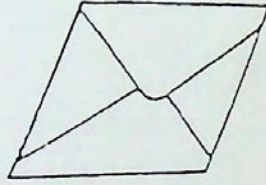


(٣) الاملاء:

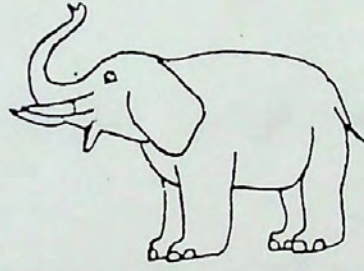
شباك المير في سركا كبر

فطانتى الجبال

(٤) ارسم دائرة ○ حول الكلمة الصحيحة:



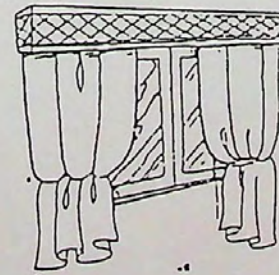
ظرف ظهين



فيل فنز



ورد ولد



ستارة ستارة



٥) رتب الحروف - كون كلمات:



ع-ك-ل-ب

ص-ع-ر-و-ف

ة-ق-ط

ج-ح-ة-د-ا



٦) رتب الكلمات - كون جملا:

في - البطة - الماء - تعوم

حمامة - في - و - المزرعة - هدده

جميل - الكل - سنة - يا - حلوة - يعنى

تشرب - تأكل - و - اللبن - السمك - تشرب - فطتى



شاهدنا الأهرام و ركبنا الجمال . (الأهرام)

على الحائط خريطة وطنى مصر . (وطنى)

ألعب الكرة و أعوم فى الماء . (ألعب)

أخى رسم لوحة راعى الغنم . (رسم)

(٨) ارسم ☀ أمام ال الشمسية و ⊙ أمام ال القمرية:

الفراشة

الصباح

الولد

السمعة





أسمع كلاً أسمى

بيت الزوا ف نظيف و منظ

الكلب يجر وراء ال علب .

الشجعة فيها س ك كثر ر .

ألب ال رة و أعو في الماء .

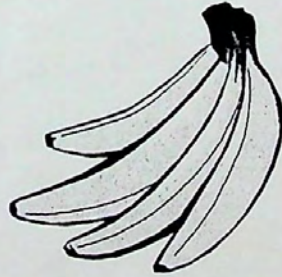
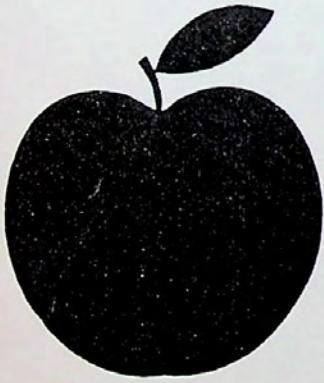








١٠. عبّر عن كل صورة بجملّة مفيدة:





نموذج اختبار في اللغة العربية

للفص الأول الابتدائي

ورقة الطالب\*

~~الاسم:~~

١) ارسم دائرة  حول رمز الصوت الذي تسمعه في أول الكلمة:

ق ك د

ر ز ن

س ز هـ

ط ظ ذ

٢) ارسم دائرة  حول نوع المد الذي تسمعه في الكلمة:

أ ي و

أ و

أ ي و

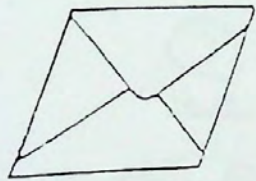
أ و



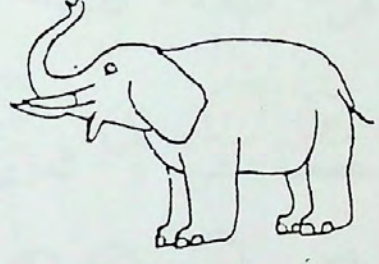
٣) الإملاء:

سكة لسعاً ويا كشر  
قلم نرساً لأخيل وحصر  
قدياً لجدية إحوي  
بليبيداتة به ليا لسامر

٤) ارسم دائرة حول الكلمة الصحيحة:



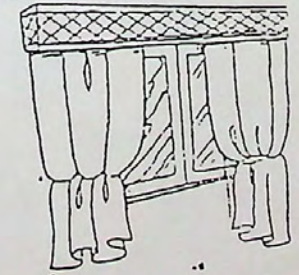
ظرف (ظهير)



فصل (فيل)



ورد (وردة)



ستارة (ستارة)



٥) رتب الحروف - كون كلمات:



ع-ث-ل-ب تتعلين



ص-ع-ر-و-ف

كصفور  
ة-ق-ط حصة

ج-ج-ة-د-ا ججة دا

٦) رتب الكلمات - كون جملا:

١ في - ٢ البطية - ٣ الماء - ٤ نعوم

١ حمامة - ٢ في - ٣ و - ٤ المزرعة - ٥ هذهد

١ جميل - ٢ الكل - ٣ سنة - ٤ يا - ٥ حلوة - ٦ يقنى

١ تشرب - ٢ تاكل - ٣ و - ٤ اللبن - ٥ السمك - ٦ تشرب - ٧ فماني



(٧) ضع خطا تحت كل كلمتين متماثلتين مما يلي:

شاهدنا الأهرام وركبنا الجمال • (الأهرام)

على الحائط خريطة وطنى مصر • (وطنى)

ألعب الكرة و أعوم فى الماء • (ألعب)

أخى رسم لوحة راعى الغنم • (رسم)

(٨) ارسم ☀ أمام ال الشمسية و ☾ أمام ال القمرية:

☀ الفراشة

☾ الصباح

☀ الولد

☀ السمعة



٩) ضع الحرف الناقص:

أسمع كلا أمي

بيت الزوا ف نظيف و منظ

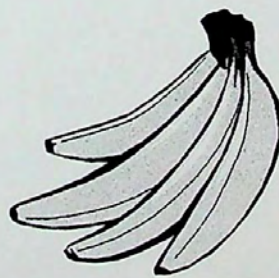
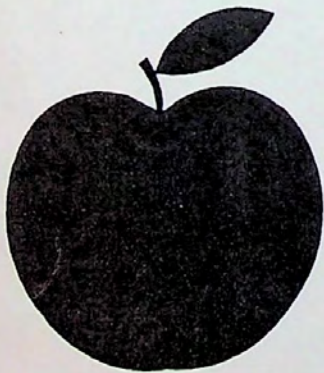
الكلب يجر وراء ال علب.

الشبكة فيها س ك كثر ر.

ألعب ال رة و أعود في الماء.



(١٠) عبر عن كل صورة بجمللة مفيدة:





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