THE RELATIONSHIP BETWEEN THE LEVEL OF ACCULTURATION IN AMERICAN (ENGLISH-SPEAKING) CULTURE AND LANGUAGE PROFICIENCY IN ARABIC AMONG ADOLESCENTS

by

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DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF EDUCATION

2014

MAJOR: CURRICULUM & INSTRUCTION

Approved by:

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Advisor   Date

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UMI Number: 3646963

UMI

Dissertation Publishing

UMI 3646963

ProQuest®

DEDICATION

To my late mother, Mrs. Elsayeda Soliman, for her motivation and support, who always encouraged me to follow my dreams and pursue a doctorate degree. Above all, I want to express my truest appreciation and deepest gratitude to my mother who was my light of this worldly life.

To my father, Bassiouni Ebrahim, my biggest supporter and inspiration, without whose enthusiasm, encouragement and help I would never have had the strength to reach the finish line. He was my first foreign language teacher from the beginning and sparked my interest in learning foreign languages, especially, the French language whenever the need arises.

Merci a vous, Mon Père! **شكراًلك يأبي!**

To my wife, Dr. Eman Elserafy, for her forever-lasting love, her real and responsible family partnership, support along this journey, who literally hand-delivered a MacBook to me one day and said: "please write your dissertation!" and I did. All these qualities have enabled me to focus on my doctoral dissertation. For her gift of motivation, her support, and her belief in my capabilities (me), I am eternally grateful.

To my children, Nesma, Sarah, Abrahim and Heba, whose love keeps me going and provides me with the inspiration for all that I do and the satisfaction. I will never forget the heartwarming written notes from them weekly when I was out of town: "I love you - I hope you will finish your dissertation one day and become a teacher for the coming generations (professor) - Love, ….".

I am grateful to Dr. Ayman Ibrahim, my best supporter and lifetime companion, without whose constant support, encouragement and inspiration, I might not have completed this journey. Dr. Ayaman Ibrahim's constant reminders were "get to it" and "finish it."

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Background

With the growing Arabic student population in some American school districts, this study focuses on Arabic students and their level of Arabic language retention as they gradually become acculturated into the English-speaking American culture. A logical place to begin is to discuss the history of the Arabs in the United States, and then examine the relationship between acculturation and the role of the first language.

Arabs in United States.

In the view of Suleiman (1999), Arabic immigration has occurred in two waves. The first wave began in 1870 and extended through World War II; with the second one starting after World War II and continuing to the present time. During the first wave, mostly Christians came to the United States from the general regions of Syria and Lebanon. In the second wave, Arab immigrants came from various places and they were generally Muslim. They emigrated from the countries of Yemen, Egypt, Iraq, Syria, and Lebanon.

Although Arab Americans live throughout the nation, 94% of Arab Americans live in large cities (e.g., Detroit, Los Angeles, New York, Jersey City, Chicago and Washington DC.), which have metropolitan characteristics. In addition, there are also large numbers of Arab Americans in Florida, Texas, New Jersey, Ohio, Massachusetts, Pennsylvania, and Virginia. According to Suleiman (1999), Michigan in particular became home to many Iraqis, as well as Chaldeans. Cainkar (2000) added that following the Gulf War of 1991, Michigan became the final destination for many Arab immigrants from countries such as Iraq, Jordan, and Lebanon.

According to the U.S. Census Bureau (2010), approximately 1.8 million Arab Americans were living in the United States. This number represents a 47% increase from data from U.S

Census Bureau in 2000. According to data from the census (2010), New York City (≈203,376), Detroit (≈138,920), Chicago (≈109,758), Los Angeles (≈93,635) and Washington DC (≈54,876) had the greatest number of Arab American residents. Thirty seven percent of Arab Americans in the state of Michigan had Lebanese or Syrian roots. Since 1990, significant increases have occurred in the number of Arab Americans of Iraqi, Egyptian, and Somali descent. Data from the American Community Survey (2010) showed that the estimated number of Arab Americans by the first generation country of origin was Iraq (≈152,000), Egypt (≈148,000), Lebanon (≈125,000), Jordan (≈55,000) and Morocco (≈55,000). The substantial increase in the population of the Arab Americans in the city of Dearborn, Michigan has brought attention on the educational aspirations of the Arabic community. Therefore, this study focused on the educational experiences of this population.

Adding a large number of non-English speaking students from a different culture to a suburban school district has had a tremendous impact on the school and community, as well as on the lives of the immigrant population. These children enter their new schools with diverse educational experiences. Some students have attended school in their native countries, while others may have limited time in the Arabic educational system. Their language skills are diverse, with many students requiring bilingual support as they transition from Arabic to English. Therefore, this investigator will focus on what happens with their first language (Arabic) as they go through the process of acculturation in American society.

The Role of First Language

According to Freeman and Freeman in 2002, the way that English language learners (ELLs) are supported in the programs is often mistakenly based on the assumption that all students are equal. Three types of English language learners (ELLS) have been identified by Freeman and Freeman:

1. New arrivals with limited documented and formal schooling

2. New arrivals with sufficient formal schooling

3. Long-term English learners.

The first two categories are relevant to this study. The first group includes students who have arrived during the last five years, with limited schooling and first language (L1) literacy as well as limited English proficiency. The second group of new arrivals has had sufficient formal schooling in their native country, and have arrived in the United States within the last five years.

Students who came to the United States with gaps in their formal education are at a disadvantage when they enter an American school. Freeman and Freeman (2002) showed that the limited formal schooling in these students' home countries resulted in difficulty in first language reading and writing experiences. These students lacked basic concepts in various subject areas, falling behind grade levels in math, facing difficulty in developing conversational fluency in English, scoring low on standardized tests, and lacking the necessary understanding of the dynamics of school organization.

According to Freeman and Freeman in 2002, if a student has strong educational background and literacy in the first language, the student could be expected to perform well academically and progress at a relatively fast pace, because they already have developed the academic language and skills in their L1. Theory on second language (L2) acquisition indicated

that L1 literacy skills can transfer to their English usage. However, the same group struggles to achieve the same level of results on the standardized tests as they gradually build vocabulary. In addition, although many students have learned English as a foreign language in their original countries, they still lack the conversational fluency in American English.

Cummins (1989) regarded the cognitive academic underlying proficiency (CUP), which is common across languages, as an essential tool for the transfer of the literacy-related skills. He claimed that the transfer from the minority language to the majority language would happen given majority language literacy exposure and social pressure to acquire it. For students arriving with literacy skills, understanding how these skills transfer is important. First language (L1) education can maintain and develop youth literacy skills that are considered good predictors of their academic success. According to Krashen (1996), literacy skill transfer is explained and supported by these three points:

1. Similarity of the underlying reading process across similar and dissimilar languages
2. Similarity of the literacy development processes among languages
3. Positive correlations between L1 and L2 literacy development.

Many empirical studies emphasized the importance of education in L1 and native language proficiency as a basis for developing primary academic knowledge and literacy skills (Bowsher & Rowekamp, 1992; Calderon, 2003; Carson & Kuehn, 1992; Dakroub, 2002; García-Vázquez, Vázquez, López & Ward, 1997; Jiang & Kuehn, 2001; Laija-Rodriguez, Ochoa & Parker, 2006; Meschyan & Hernandez, 2002; Shepherd, 2006; Wakabayashi, 2002; Walter, 2004). Thus, this study examined the relationship between Arabic (L1) language skills that students acquired in their homeland and their subsequent acculturation into American society. Another important factor in

the acculturation process occurs with cultural and linguistic diverse (CLD) students is their attitudes regarding their L1 (Arabic) as they become more acculturated into American society.

Acculturation

Acculturation is an important pillars of education. First, it is important to explain what is meant by culture. Culture is defined as the total sum of one's beliefs, rituals, customs, and practices that guide thinking, decisions, and actions in a patterned way. It is a lifetime process that is passed on to generations. As an example, when you ask an immigrant from a specific country about his family members, he does not limit his responses to his parents and children, but mentions a large number of relatives who are loosely related. Although the different ways of becoming acculturated to a new culture and the processes involved in learning a new language have been investigated separately, these two phenomena can occur almost simultaneously in newly arrived immigrants or refugees. The ways in which one becomes acculturated may influence how well one acquires the dominant language and vice-versa.

Problem Statement

Exploring the relationship between Arabic language skills and acculturation among Arabic speaking adolescents in a community center setting is important because of the increase in the number of students who are considered culturally and linguistically diverse in the nation, as well as the high degree of first language loss.

Purpose of the Study

The purpose of this study is to describe the relationship between acculturation and Arabic language skills in Arab American youth in a community center setting.

Research Questions and Hypotheses.

1. Is there a relationship between the level of acculturation in the American culture and the student's language proficiency in Arabic?

2. Is acculturation related to the student's proficiency in the Arabic when controlling for the effects of age, gender, time in the U.S., and formal education in Arabic?

Hypothesis #1:

There is a relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.

Null hypothesis #1:

There is no relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.

Hypothesis #2:

Acculturation adds significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, time in the U.S., or formal education in Arabic.

Null hypothesis #2:

Acculturation does not add significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, time in the U.S., or formal education in Arabic.

Significance of the Study

The proposed study is significant for three main reasons, there is an increasing number of CLD students whose native language is not English (Shin and Bruno, 2003). Second, few studies have investigated the relationship between acculturation and Arabic language skills. Third, a limited number of studies have been published on this topic. This study should close the gap in the literature regarding this relationship.

This study may provide professional sensitivity and insights to professionals, such as teachers, counselors, administrators, other school personnel and legal professionals, who work with ELLs. Teachers' lack of awareness might preclude them from underestimating the CLD students who already have developed major cognitive and academic first language skills in their native countries. The teachers may become more aware of the need to help the CLD students who lack sufficient formal education in their national language.

Definitions

The following terms require definition to facilitate understanding of the concepts discussed throughout the remainder of this dissertation. Many of these terms may be common knowledge, but they are defined here in the interest of providing clarity and common understandings.

Acculturation:	A "comfort level" and proficiency in being part of a given culture.
Language skills:	Ability to function in reading, writing, listening and speaking in a language
Language Behavior:	Activities that indicate a language preference—such as listening to music in one particular language rather than another.
Language dominance:	The presence of one language that is the primary language in a given culture.
Heritage language:	The language that a person grows up using in daily life with one's family.
Language retention:	The capacity of continuing the use of one's native or first language.

Primary language maintenance: The practice of deliberately using the L1 to retain it.

Socialization experiences: Experiences in school, family, or other situations among peers where students would be encouraged to identify with or belong to certain social groups.

Assumptions

The following assumptions are made for this study:

- Students would develop their Arabic language literacy skills if they received some formal education in their Arabic language.

- The students speak Arabic at home and the bilingual instruction programs instruct students in Arabic in addition to English.

Limitations

The following limitations should be considered for this study:

- This study is limited to Arabic students in a large metropolitan area. The findings may not be generalizable to Arabic students in smaller geographic areas.

- The study is limited to middle and high school students. The findings may not be generalizable to Arabic students in elementary schools.

- The study is limited to Arabic students and the findings may not be relevant to immigrant students from other countries.

CHAPTER 2

REVIEW OF LITERATURE

This chapter consists of two parts. The first section presents a theoretical framework outlining the current thinking on the relationship between first language proficiency and acculturation of immigrant students into American society. The second section presents empirical studies that address the issues of students' immigration that has varying levels of education, first language proficiency of immigrant students, and the role of acculturation in the lives of these students.

Theoretical Framework on First Language Proficiency and Acculturation

Students arrive in the United States from countries around the world, all of them with unequal academic experiences. Some have had several years of formal education and are, indeed, literate in their first language. Others may have attended school only sporadically, or may be young enough that they have not experienced much, if any, formal schooling in their first language. These children are usually not literate in any language. Nevertheless, all of them are expected to learn English and somehow fit into American society. First, it is essential to discuss the theories that frame the second language acquisition (SLA) process, and how this process can affect a person's long-term first language proficiency; also, it is important to note the theories that speak to the attitudes toward second language learning, and how that interplays with retaining one's first language.

Theoretical Perspective on First Language Proficiency

According to Freeman and Freeman in 2002, if students have a strong educational background and literacy in the first language, that would help them to do well academically at a relatively faster pace because they already have developed the academic language and first

language literacy. The theory says first language literacy skills will transfer to the English literacy skills they are developing. In addition, although many students have learned English as a foreign language in their original countries, they still lack conversational fluency in English. Freeman and Freeman (2002) found that the limited formal schooling in these student's home countries caused difficulty in first language reading and writing experiences, and resulted in several drawbacks: lack of the basic concepts of different subject areas, falling behind grade level in math, facing difficulty in developing conversational fluency in English, low scoring on standardized tests and, finally, lacking the necessary understanding of the dynamics of school organization.

Adding strength to the theory of language transfer, Cummins (1989) regarded the underlying cognitive /academic proficiency (CUP) which is common across languages as an essential tool for the transfer of the literacy-related skills (cognitive/academic) to occur. He claims that, the transfer from the minority language to the majority language would happen given majority language literacy exposure and social pressure to acquire it. Only with continued L1 education in the L1, can the student maintain and develop literacy skills, which are considered good predictors of their academic success. Krashen (1996) also adds to the theoretical framework on language transfer by maintaining L1 literacy skills transfer to L2 literacy as the student becomes more proficient in the L2.

Several findings of Thomas and Collier's (1997, 2002) research strengthen the theoretical framework that is fundamental to this study. First, culturally and linguistically diverse students (CLD) require five to seven years to reach the 50th percentile benchmark, average performance by native speakers on standardized second language (L2) English reading tests if they had a minimum of two to three years of schooling in first language (L1) in their home country. They require 7 to 10 years to reach that goal with no prior first language schooling (L1). Second, when culturally

and linguistically diverse students (CLD) receive their education in both their first language (L1) and second language (L2) in the United States, it takes them a relatively shorter period of time, four to seven years, to reach the 50th percentile benchmark in second language (L2) English tests than when they are taught in second language (L2)-only programs. Thus, second language (L2) proficiency and acculturation seem to progress faster for students with first language (L1) literacy.

Based on Cummins' (1981) notion of the Common Underlying Proficiency and a collective review of evidence from research in favor of the transfer hypothesis, Krashen (1996) concluded that literacy development in second language (L2) is positively correlated with literacy development in first language(L1). Upon the realization of the significant role of first language (L1) in second language (L2) acquisition, Krashen (1981) recommended three major requirements that any program must have in order to promote culturally and linguistically diverse students 'second language acquisition (CLD):

1. providing comprehensible input in the second language (L2),

2. maintaining subject matter education, and

3. developing students' first language. In many situations, this would entail that instructing the subject matter in the first language would prevent language minority students from falling behind in subject matter knowledge.

Looking carefully at the reading process, Goodman and Goodman (1970, 1982) went further by describing the reading process as a psycholinguistic guessing game that requires different processes of sampling, predicting, confirming and correcting, and through which readers try to use graph-phonic, syntactic and semantic resources of information to achieve the goal of comprehension or reconstruction of meaning. Goodman (1973) argued that reading is a similar process which occurs across all languages with slight variations to allow for the characteristic of

language's orthographic and grammatical peculiarities. Goodman's (1978/1982) belief in the existence of psycholinguistic universals in reading led him to conclude that regardless of language similarity, learning to read a second language should be easier given one's ability to read in another language.

Thus, second language development can heavily depend on language-minority students' achievement in their first language (L1) (Baker, 2006). Focusing on language-minority students' academic development, Cummins (1981) contended that one factor that contributes to minority students' academic failure is the confused notion of proficiency. In fact, Cummins (2000) noted that it takes immigrant students approximately two years of second language (L2) exposure for their conversational proficiency to attain peer-appropriate levels while it takes them an average of five to seven years to reach grade norms in academic English. Nonetheless, existing theories substantiate the value of first language proficiency in attaining skills in the second language. Therefore, it makes sense to not only help students *retain* their first language (L1) literacy skills, but to also further develop them.

Looking at literacy from this perspective, Pérez (1998) also suggested that giving children the opportunity to access and use their cultural and linguistic knowledge and skills in school supports second language (L2) literacy development. In addition to investigating theories on language acquisition, it is important to look at the factors involved in the acculturation process and how the dynamics of this process might influence the retention of one's first language skills. In the next section, this investigator discusses the theoretical perspectives of another factor that affects academic achievement in first language (L1) which is students' attitudes towards the first language (L1) and second language (L2), which ties language learning and language loss to the acculturation process.

Perspectives on acculturation. There are a variety of theorists who have explored the acculturation process, among them being Gardner (Young & Gardner, 1990) who created a socio-educational model for examining the interplay of language acquisition and acculturation. There are four components of Gardner's model:

1. Cultural and social background,

2. Individual differences such as intelligence and language aptitude,

3. Formal and informal learning contexts, and

4. Whether the outcome is linguistic or nonlinguistic.

The components of Gardner's model are especially important to this study. Gardner includes factors in his model that all play a role in both L1 retention and L2 acquisition. Furthermore, they all are intricately related to acculturation. A child's cultural background and whether it is strongly reinforced in the family, whether the child was formally educated in the home country prior to immigrating to the U.S., and what sort of linguistic outcome is hoped for in the new setting. Gardner believed in the importance of learners' emotional states in second language learning for their direct effect on learners' attitudes towards the new language and culture. Krashen (1981) suggested that maintaining minority students' first language might actually balance their attitudes towards a new language, and he further indicated that maintaining subject matter learning in the first language can be effective in reducing the affective filters of language minority students' achievement.

There is general agreement that acculturation is one of the most important pillars of education for all students. Acquiring culture (becoming acculturated) is a lifetime process, which each generation passes on to the next. As an example, when a child first eats solid foods in the country of India, the family celebrates the occasion with great joy. Or when asked about his family

members, some immigrants might cite a large number of relatives who are loosely related and not his parents and children only. Culture weaves its way through the fabric of most of our daily routines.

How does a person become acculturated into a new environment? Although traditionally, the different ways of acculturating into a new culture and the processes involved in learning a new language have been investigated separately, these two phenomena often occur almost simultaneously in newly arrived immigrants or refugees. This suggests that how one acculturates may well influence how well one acquires the dominant language; it may at the same time, have an impact on the immigrant's first language.

There are differences of opinion on the dynamics of acculturation. Berry (1980) argued that it is not necessarily the case that as one acquires more and more of the language and customs of a new culture; he loses the language and customs of his original culture. On the other hand, numerous scholars such a Clément (1980), Giles and Byrne (1982), Lambert (1974), and Schumann (1978) take a position arguing that, although there may be exceptions, as minority group members acquire the language of the majority, they also tend to *lose* some of their own culture and language.

This goes back to the fourth component of Gardner's mode, which is concerned with outcomes. The inclusion of attitudes as non-linguistic outcomes in Gardner's (1985) model suggests that his model is not static, but dynamic and cyclical. He believed in the importance of learners' emotional states in second language learning for their direct effect on learners' attitudes towards learning. In fact, based on strong evidence showing better performance by learners who do not reject their own language than those who do, Krashen (1981) suggested that maintaining minority students' first language might counteract negative attitudes towards language learning

leading to improved performance. Additionally, Krashen indicated that maintaining subject matter in the first language (or the second language) can be effective in reducing the affective filters of language minority students leading to better attitudes towards school in general. In turn, this will positively reflect on language minority students' achievement. Given the importance of attitudes towards the languages known or spoken by the learner, this study explores the role of attitudes towards the language being learned, in addition to, the attitudes towards one's native language in L2 development.

In 1988, Baker mentioned that attitude is unobservable hypothetical construct that can be inferred explaining particular behaviors. Attitude towards a language is considered crucial in developing a language or not. In Gardner's model, an outcome might be a positive or negative attitude towards the first language, or towards the second.

There is some research that investigated the effect of students' attitudes towards L1 on L2 proficiency (Lee, 2002; Sanchez, 2006). There are, however, studies that show there is a correlation between attitudes towards the L2 and proficiency in the L2 (Nguyen, Shin & Krashen, 2001; Ushida, 2005). Since attitudes towards L1 and L2 play a significant role in student's academic achievement, there is a need to investigate student's attitudes. Therefore, this study proposes to examine these attitudes through an acculturation measure (Rissel, 1997). This study will investigate first language schooling and students' attitudes towards first language and explore its relationship to the degree of acculturation they have experienced in the dominant American culture.

Empirical Studies on Language Proficiency and Acculturation

Several empirical studies have look at the constructs of language proficiency and acculturation. Few, however, have directly addressed the retention of first language proficiency as it is influenced by the process of acculturation. Nevertheless, many studies merit consideration in discussing these two constructs.

Empirical studies on formal L1 education. A number of studies investigated the general role of education in first language (L1) on the development of second language proficiency and academic achievement (Bowsher & Rowekamp, 1992; Calderon, 2003); however, these researchers examined participants' performances in two skills only, namely reading and writing—not speaking or listening. Jiang and Kuehn's study (2006) included 22 volunteers who were divided into two groups—those with more than 11 years receiving education in their home country, and those with less than 11years, who were educated primarily in the U.S. as they had immigrated at a younger age. When given pre- and post-tests, both groups made statistically significant gains; the later-arriving group, however, who had been more extensively educated in their country of origin, made more significant gains.

In another study, Shepherd (2006) investigated the effect of continuous prior schooling on English reading skill. Shepherd tested 94 ESL students who came to the U.S. with the intention of immigrating, by dividing them into two groups, based on how continuous their L1 education had been. Their results indicated that there is a statistically significant difference in English proficiency between students with discontinuity in L1 education in their home country and those with continuity in L1 education, those with L1 continuity performing better.

Similarly, Padilla and Gonzalez (2001) studied 2,167 high school students who were either Mexican or Mexican-American with the aim of investigating the role of schooling in Mexico prior

to immigrating on the academic achievement of those students as measured by self-reported Grade Point Average (GPA). The researchers 'conclusions pointed to the positive impact of formal schooling in Mexico on students' GPA in American schools.

Finally, Earl-Castillo (1990) investigated 282 people who were on public assistance to study the role of schooling using the first language and its impact on the second language oral proficiency. The finding supported a positive correlation between education in the first language and oral proficiency in the second language.

Students' attitudes towards first language (L1) and language maintenance.

Lee (2002) found a positive correlation between the students' language and cultural identity and their academic achievement as measured by their GPA. Lee used GPA as the only indicator of participants' academic achievement in school, which might be seen as a limitation because grades are often viewed as somewhat subjective.

To measure students' attitudes towards language, the researcher relied on a survey which she administered. The researcher found high levels of reported competence in both first language (L1) and second language (L2) and a close to zero correlation between English literacy and self-reported competence in Vietnamese which the researcher interpreted as evidence that the competence in first language (L1) is not a barrier to second language acquisition.

To consider the influence of attitude on language maintenance or loss further, Bialystok and Frohlich (1978) examined a number of individual differences including the effects of students' attitudes towards second language (L2) on their oral and written achievement. The study dealt with three immigrants from the countries of China and Taiwan who moved to Canada. This study identified the factors that influenced the immigrants' fist language maintenance and attrition. Upholding ethnic and cultural identity along with their own language outlook were identified as

the strongest causes in maintaining the native language. Peer and family support for first language were identified as important external factors affecting the participants' language maintenance.

Empirical studies on acculturation and language. In 1996, Crawford cited evidence that despite the public "fear" that English is threatened in this country, the reality is the opposite. That is, the minority language is the one which is actually threatened as more and more people in this country learn English in order to acculturate into American society. In the case of this study, the concern is that the Arabic language is threatened as children are more and more acculturated into American life.

Research reveals much variation in the acculturation process as manifested across different ethnic groups, including Asian Americans (Salant & Lauderdale, 2003), Cambodian refugees (Palinkas & Pickwell, 1995), and Latinos (Rudmin, 2003). However, the processes of migration, sociocultural mobility, and acculturative change are ubiquitous sociocultural processes occurring worldwide that warrant closer examination (Castro & Nieri, 2010).

Most studies of language maintenance and loss in the United States have concentrated on contact between English and one specific heritage or minority language. Although second language (L2) research has explored connections between socio psychological variables and second language (L2) socialization processes, relatively few investigations have compared heritage language (HL) learners to traditional foreign language (FL) learners in the North American context. Aravossita's study (2010) compares the learning and acculturation patterns of 26 first- and second-generation Greek American learners of Modern Greek and 16 non-Greek American learners. Oral performance measures and ethnographic interviews involving 10 participants reveal that FL participants attributed their second language (L2) proficiency to sophisticated metalinguistic knowledge and social strategies. In contrast, Greek American

participants cited prior language instruction, the use of Greek as a home language, and - significantly- their ethnicity, as the most meaningful contributors to their linguistic success.

Aravossita's (2010) analysis highlighted striking distinctions between the cognitive strategies, affiliation patterns, and identity construction patterns of foreign language (FL) and heritage language (HL) learners, suggesting implications for providing instruction that is appropriate for both foreign language (FL) instruction and heritage language (HL) maintenance.

Another recent study (Xie, 2010) explored the language socialization of a group of Chinese-born and American-born children who are Mandarin learners at the Lu Xun Chinese Heritage Language School in the Southwestern United States. Specifically, the study explored how members of a small Chinese community in a major city contributed to the maintenance of the Chinese language and culture by transmitting their cultural values to their children through school and home contexts, and how the children reacted to the efforts made by their instructors, parents and other caregivers. Ethnographic in nature, the study conducted by adopting a variety of methods such as participant observation in the classroom and the community, interviews with parents, instructors, and children, and dinner table talk. A total of 12 students, 15 parents, and 2 instructors participated in the study and all data were recorded with digital recording equipment. This study adds to the current literature about how linguistic and cultural knowledge are constructed through each other in different heritage language learning contexts, and what role children/novices and adults/experts play as active and selective agents in the process of language socialization within these contexts.

The influx of Hmong immigrants offers another context for research. Since the communists took over Southeast Asia in the spring of 1975, thousands of Hmong refugees have immigrated to the United States.

Lee (2002) conducted a study by administering a survey questionnaire of 50 questions to obtain the data from 68 second generation Hmong teenagers, 36 males and 32 females, who lived in Stanislaus County, California. They were born in the United States and their ages ranged from 13 to 19. In addition, 10 of the 68 respondents were randomly selected for one-on-one interviews on the importance of the Hmong language in the United States and its relationship to their identity. The results revealed that second generation Hmong teenagers have limited ability to understand, speak, read, write, and translate orally Hmong into English and vice-versa. Although their parents generally speak Hmong at home, respondents and their parents use English more frequently in public. When communicating with Hmong peers, the majority of respondents choose English over Hmong. The data further indicated that language maintenance and language shift among participants differed according to certain variables of age, religion, number of siblings, birth order, number of siblings born in the United States, and level of education. Overall, their level of English proficiency is better than their Hmong proficiency. The English language is evidently the dominant language. However, they acknowledge that the maintenance of Hmong is important because it is useful for communicating with Hmong elders and Hmong monolinguals, preserving the Hmong culture, and recognizing their identity as Hmong. As the second-generation Hmong teenagers become more fluent in English than Hmong, their native language is being lost rather than being maintained. Efforts to maintain their mother tongue in the future can depend on their desire to hold on to their native language, culture, and identity.

In another study of first language and acculturation, Brown (2009) examined the role of cultural identity and heritage language maintenance in the lives of 40 students between the ages of 17 to 26 years. Brown focused on Korean-American students who have successfully proceeded through the American educational system, showing that adaptation to the host society does not

necessarily lead to assimilated American identity, and that learning Korean (a heritage language) does not necessarily lead to homogeneous ethnic identity formation. Although heritage (or ethnic) languages have often been taken up as a symbol for group maintenance, the study shows that actual interaction with the language is complex and variable among the group members, especially, in relation to the ethnic identity formation process. Most students acknowledged the importance of knowing their heritage language, but showed a lack of the motivation due to the absence of the societal recognition of the importance of maintaining their heritage language. Interestingly, some students combined the characteristics of the Korean and American cultures in one unique bicultural identity, which led to maintaining their first language proficiency.

Finally, in 1994, Moustakas used a qualitative research approach to reach findings on new meanings of bilingual and bicultural development and adjustment in the experiences of Chinese American participants. Semi-structured and lengthy interviews were used to explore and describe the meaning for the individuals. The interview for three of the second-generation Chinese American immigrants revealed that upon entering the mainstream educational systems, they did not realize that it was valuable to continue studying their primary language and retain their cultural heritage due to the assimilative power from the mainstream educational institution and the larger society.

Since their childhood, the parents, especially, the mothers took responsibility to pass on and seek any means to maintain fluency in the primary language. In the course of time, they all appreciated what the parents had done, and what weekend Chinese teachers, mainstream schools teachers, community members had done to support and help them retain their bilingual and bicultural competencies.

While a number of studies regarding acculturation issues have been identified, no studies of the Arabic language maintenance and language shift among Arabic people, in general, and among teenagers in particular have been found.

Chapter 3

Methodology

The purpose of this study is to examine the relationship between Arabic language skills in Arab American youngsters and acculturation. The methodology reported below address the body of the research questions and the related hypotheses. This chapter describes the research design, setting and participants, instrumentation, procedure, and data analysis.

Restatement of Research Questions and Hypotheses

1. Is there a relationship between the level of acculturation in the American culture and the student's language proficiency in Arabic?

2. Is acculturation related to the student's proficiency in the Arabic when controlling for the effects of age, gender, time in the U.S., and formal education in Arabic?

Hypothesis #1:

There is a relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.

Null hypothesis #1:

There is no relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.

Hypothesis #2:

Acculturation adds significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, time in the U.S., or formal education in Arabic.

Null hypothesis #2:

Acculturation does not add significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, time in the U.S., or formal education in Arabic.

Research Design

The study design was non-experimental, cross-sectional and correlational. This type of design is used when comparing adolescents across age groups. The assumption is that most adolescents go through similar stages and therefore a cross-sectional research design can provide results similar to that of a longitudinal design that requires several years to complete (Vogt & Johnson, 2011). It is appropriate to use non-experimental research type in case of not manipulating the independent variable and no intervention to the participants. The students completed Victorian Certification of Education (Arabic) as the primary data collection tool. They also completed a short ethnic identity survey.

Setting

The study took place in weekend school located in a Community Center in the suburb in Southeastern, Michigan. The program at the community center is a nontraditional bilingual program that is governed by a board of directors that determines the rules and the policies at the school. Before enrolling in the school, newly arrived immigrant students completed an assessment to determine their level of Arabic language. The students were identified as coming having a bilingual background with no documented disabilities. They were representative diverse Arabic backgrounds with some parents working as professionals. Some students had received some formal education in Arabic in their former home countries, while others went to school only in the United States. In general, most students were performing well at the public schools they attended on a

regular basis. The director of the community center approved the study and allowed the researcher to collect data at the regular weekend school during a bilingual social gathering.

Many students cannot participate in a full week-long course, the bilingual program is conducted from 9:30 am to 2:00 pm every Sunday morning, except on public holidays. The Arabic language courses deal with the writing, speaking, reading and listening stages. Instructors use simplified teaching methods with student's language skills ranging from zero Arabic through proficient. In addition, extracurricular activities such as chess, soccer and volleyball games are provided at the center. Parents can register online or in person and pay fees online. The weekend program has a library with books, as well as audio and video recordings in both Arabic and English. In general, the program emphasizes development of Arabic language through a combination of student-centered and teacher-centered philosophies, game playing and cultural activities.

Participants

A convenience sample was used in this study. The participants for the study were enrolled at the Arabic weekend school located in the suburban community center. Approximately 70 students were in attendance at the school when the study was conducted. The students ranged in age from 13 to 17 years of age. The two criteria for inclusion in this study were: (a) parents of the participants were both Arabic and (b) students had some formal schooling in Arabic. Students were not excluded based on country of birth (United States or other) and gender.

The sample size was considered adequate to test the hypotheses and address the research questions. A post hoc power analysis for a correlation analysis indicated that a sample size of 84 was needed to obtain a power of .80 at an alpha level of .05. Figure 1 depicts the power analysis for this study.
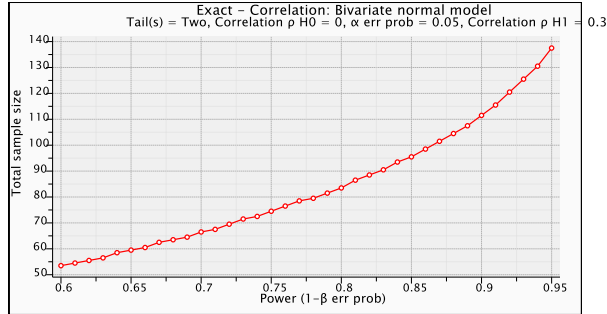
Figure 1: Post Hoc Power Analysis

Instrumentation

The instruments for collecting data in this study included a student survey (including demographic questions and an acculturation scale), and all the components of the Victorian Certificate of Education (VCE).

Student survey. The student survey consists of two sections. There are 6 demographic questions and 10 acculturation questions. Having been granted permission by the author of the measure, the acculturation questions being used in this study were developed by Rissel (1997). Although Rissel used this measure within the medical profession when working with people born in non-English speaking countries, multiple regression techniques indicated that a younger age person on arrival to the United States was significantly associated with acculturation. Thus, even though this study is not related to medical issues, this acculturation measure is appropriate. For this study, the questions about listening to the radio and the one about watching TV or videos were combined into one; also, the question about observing Arabic traditions and attending religious events were combined into one. It seemed reasonable to make this simplification in light of the ages of the participants—for example, few teenagers listen to the radio, but TV and videos are more likely. The survey is 10 questions that are answered using a 5-point Likert-type scale ranging

from 1 for all Arabic to 5 for all English. The scores for the student survey responses on the acculturation questions will be summed to provide a composite acculturation score that ranges from 10 to 50, with higher scores indicating greater acculturation to English.

The instrument has been tested for reliability by Rissel (1997). The obtained alpha coefficient of .88 provided support that the 10 items had good internal consistency. The instrument was also tested for stability using test-retest data. The obtained correlation coefficient was greater than .86, indicating the instrument was stable over time.

Demographic questions also are included in the Student Survey. Six items inquire about the students' age, gender, grade in school, and time spent in the United States. One other question establishes an important demographic feature: how much formal education the student has had in the Arabic language.

The Victorian Certificate of Education (VCE). The measure of the students' proficiency in Arabic was determined using a formal exam called the Victorian Certificate of Education (2005; See Appendix (C). As stated from the website of Victoria curriculum and assessment authority, "The VCE assesses the students' linguistic Arabic language skills, the exam has a total of 22 questions, 18 of which need to be answered, has three sections and each section has two parts, which are the listening/responding part A and the reading/responding part B, except the writing section with no parts, is conducted in both English and Arabic and all the exam components will be considered in the scoring for this study. It also stated, "this is a credentialed exam given as an achievement test in Victoria, Australia, its score is a continuous variable, and it is permissible for the students to bring pens, pencils, highlighters and erasers into the test room, but they are not allowed to bring any blank sheets of paper and or liquid or tape whiteout, calculators as well as mobile phones and electronic devices into the examination room". According to the Australian

educational authority," the VCAA is an independent statutory entity which is responsible to the Victorian Minister for Education, serving both the governmental and the non-governmental schools, its mission is to provide top quality curriculum, assessment and reporting towards enabling the individual lifelong learning (Victoria curriculum and Assessment Authority, 2005)".

The test is designed to examine the content for 10 points and the spelling and grammar for 5 points. The students can earn scores ranging from 0 to 15.

The Investigator has received permission to administer this exam to the student participants by the administration at the research site.

Data Collection

Following the approval of this research proposal by the appropriate authorities and IRB (IRB # 075313B3E / Protocol # 1307012197 / Wayne State University IRB Administration Office), the Investigator contacted the research site and set up a date for administering the VCE. A flyer was posted at the site. On the date of the test, parents were given the parental consent forms for their signatures. Parents were assured on the confidentiality of the students' responses and their score on the VCE. Only number coding was used to coordinate the acculturation measure to the VCE scores. Thus, privacy of individual identities was preserved.

All students whose parents were given consent, received an assent form to indicate their willingness to participate in the study. This form stresses the voluntary nature of their participation and lists possible benefits to them. Students first completed the short Student Survey of demographic and acculturation questions. The survey required 5 to 10 minutes. The exam was then administered, which allows up to 2 hours and 20 minutes for completion. As students turned in both forms, a number code was written on each pair of forms for later coordination and analysis.

Data Analysis

Three independent native Arabic-speaking certified raters scored each VCE following the prescribed scoring rubric. Raters see no identifying information regarding the participants. Two of the three raters must agree on a rating for a given score to be retained in the study. Raw data were collected from the completed form and entered in a spreadsheet then transferred to the IBM-SPSS ver. 21 for data analysis. Data were examined for accuracy and completeness; any missing data points were identified. Nature of variables, whether categorical or continuous, was examined and summary tables were created. The data analyses were divided into two sections. A summary of the demographic variables was given in the primary section using frequency distributions and measures of central tendency and dispersion. The secondary section used multiple linear regression analyses to determine which of the independent variables could be used to predict the dependent variable. A criterion alpha level of .05 determines all the decisions on the statistical significance of the inferential statistical analyses. Table 1 presents the research questions, associated hypotheses and the data analyses used to test each one.

Table 1

Statistical Analyses

Research Questions/Hypotheses	Variables	Statistical Analyses
1. Is there a relationship between the level of acculturation in the American culture and the student's language proficiency in Arabic? H_1: There is a relationship between students' language proficiency in Arabic and their level of acculturation in the American culture. H_{01}: There is no relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.	Dependent Variable Proficiency in written Arabic language Independent variable Level of acculturation	Pearson product moment correlation
2. Is acculturation related to the student's proficiency in the Arabic when controlling for the effects of age, gender, time in the U.S., and formal education in Arabic? H_2: Acculturation adds significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, years of school in the United States, or formal education in Arabic. H_{02}: Acculturation does not add significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, years of school in the United States, or formal education in Arabic.	Dependent Variable Arabic Language Proficiency Independent Variables • Level of Acculturation • Age • Gender • Years of school • Years of formal schooling in Arabic	Multiple linear regression analyses

CHAPTER 4

RESULTS OF STATISTICAL ANALYSIS

The results of the statistical analyses found in chapter 4 are used to describe the participants as well as address the research questions developed for the study. The chapter is divided into two sections. The first section provides a description of the sample using frequency distributions and measures of central tendency and dispersion. The second section presents the results of the multiple linear regression analyses used to test the hypotheses and address the research questions.

Restatement of the Problem

Exploring the relationship between Arabic language skills and acculturation among Arabic speaking adolescents in a community center setting is important because of the increase in the number of students who are considered culturally and linguistically diverse in the nation, as well as the high degree of first language loss. The purpose of this study is to describe the relationship between acculturation and Arabic language skills in Arab American youth in a community center setting.

Description of the Participants

Seventy Arabic adolescents from 13 to 17 years of age participated in the study. As part of the data collection, these adolescents completed a demographic survey. The first question asked the students to indicate their ages. Descriptive statistics were used to summarize the age of the students. Table 2 depicts results of this analysis.

Table 2

Descriptive Statistics – Age of the Students

				Range	
Number	Mean	SD	Median	Minimum	Maximum
70	15.10	1.40	15.00	13.00	17.00

The mean age of the students was 15.10 (SD = 1.40) years, with a median of 15 years. The ages of the students ranged from 13 to 17 years.

The students' gender and grade in school were obtained from the demographic survey. Frequency distributions found in table 3 summarized the participants' responses.

Table 3

Frequency Distributions – Gender and Year in School

Gender and Year in School	Frequency	Percent
Gender		
Male	23	32.9
Female	47	67.1
Total	70	100.0
Grade in School		
Seventh	3	4.5
Eighth	9	13.6
Ninth	11	16.7
Tenth	17	25.8
Eleventh	11	16.7
Twelfth	15	22.7
Total	70	100.0

The female gender represented the majority of participants (n = 47, 67.1%). Twenty-three (32.9%) indicated their gender as male. The largest group of students (n = 17, 25.8%) were in the tenth grade, with 15 (22.7%) reporting they were in the twelfth grade. Three (4.5%) students were in the seventh grade, with 9 (13.6%) indicating they were in the eighth grade. Eleven (16.7%) students

were in the ninth grade and a similar number were in the 11th grade.

The students were asked to indicate the number of years they had been in school in the United States and the number of years they had taught Arabic in school. Descriptive statistics found in table 4 summarized the participants' responses.

Table 4

Descriptive Statistics – Years of School

Years of School	Number	Mean	SD	Median	Range Minimum	Maximum
In the United States	63	9.06	3.01	9.00	3.00	14.00
Taught Arabic in School	68	3.29	3.50	2.00	0.00	12.00

Missing In the United States 7
     Taught Arabic in School2

The mean number of years that the participants had been in school in the United States was 9.06 (SD = 3.01), with a median of 9 years. The range of time in United States schools ranged from 3 to 14 years. The number of years that students had been taught in Arabic for a mean of 3.29 (SD = 3.50) years, with a median of 2 years. The number of years that the students had been taught Arabic in school ranged from 0 to 12 years. Seven students did not provide a response regarding the number of years they had attended school in the United States and 2 students did not respond to the item regarding the number of years they had been taught Arabic in school.

The students were asked to indicate if they had been born in the United States. Frequency distributions found in table 5 summarized the participants' responses.

Table 5

Frequency Distributions – Born in the United States

Born in the United States	Frequency	Percent
Born in the United States	35	50.0
Born outside of the United States	35	50.0
Total	70	100.0

Thirty-five (50.0%) of the students reported they had been born in the United States. The remaining 35 (50.0%) indicated they had been born outside of the United States, but their country of birth was not obtained on the demographic survey.

Scaled Variables

The two scaled variables, acculturation and proficiency in Arabic language, were scored using the author's protocols. Descriptive statistics were used to summarize the results. Table 6 depicts results of this analysis.

Table 6

Descriptive Statistics – Scaled Variables

					Range	
Variable	Number	Mean	SD	Median	Minimum	Maximum
Acculturation	70	32.66	7.03	33.50	14	47
Language Proficiency	70	5.99	3.61	6.00	0	14

The mean score for acculturation was 32.66 (SD = 7.03), with a median score of 33.50. The range of actual scores was from 14 to 47. The range of possible scores could be from 10 to 50, with higher scores signifying higher level of acculturation.

The scores for language proficiency ranged from 0 to 14, with a median score of 6.00. The mean

score was 5.99 (SD = 3.61). Higher scores on this instrument were evidence that the students had greater proficiency in Arabic languages.

Research Questions and Hypotheses

1. Is there a relationship between the level of acculturation in the American culture and the student's language proficiency in Arabic?

H_1: There is a relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.

H_{01}: There is no relationship between students' language proficiency in Arabic and their level of acculturation in the American culture.

Pearson product moment correlations were used to determine if the level of acculturation was related to the students' language proficiency in Arabic. Table 7 depicts results of this analysis.

Table 7

Pearson Product Moment Correlations – Arabic Language Proficiency and Level of Acculturation

Number	r	Sig
70	-.16	.195

The correlation between Arabic language proficiency and level of acculturation was non-significant (r [70] = -.16, p = .195), indicating that students' proficiency in Arabic was not related to level of acculturation. The negative relationship between the variables indicated that students with greater proficiency in Arabic were more likely to have lower levels of acculturation. Based on the nonsignificant relationship between acculturation and Arabic language proficiency, the null hypothesis is retained.

2.Is acculturation related to the student's proficiency in the Arabic when controlling for the effects of age, gender, time in the U.S., and formal education in Arabic?

> H_2: Acculturation adds significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, years of school in the United States, or formal education in Arabic.

> H_{02}: Acculturation does not add significantly to the prediction of Arabic proficiency above and beyond that predicted by age, gender, years of school in the United States, or formal education in Arabic.

A multiple linear regression analysis was used to determine if acculturation could be used to predict Arabic proficiency after controlling for age, gender, years of school in the United States and years of formal education in Arabic. The demographic variables were entered first in the multiple linear regression analysis to remove their effects on Arabic language proficiency. Table 8 depicts results of this analysis.

Table 8

Multiple Linear Regression Analysis – Arabic Language Proficiency

Variable	Constant	b-Weight	β-Weight	$R^2\Delta$	t-value	Sig
Step 1						
Age	-1.56	.37	.15	.06	.98	.333
Gender		.97	.14		.98	.331
Born in United States		1.11	.16		1.25	.217
Years of school in United		-.19	-.17		-1.07	.290
States		.09	.08		.53	.598
Years of formal schooling in Arabic						
Step 2						
Age	-1.71	.37	.15	<.01	.96	.341
Gender		.97	.14		.97	.334
Born in United States		1.11	.16		1.22	.228
Years of school in United		-.19	-.17		-1.06	.295
States		.09	.08		.52	.604
Years of formal schooling in Arabic		.01	.01		.06	.949
Proficiency in Arabic language						
Multiple R	.25					
Multiple R2	.06					
F Ratio	.62					
DF	6, 54					
Sig	.717					

The results of the multiple linear regression analysis indicated that acculturation was not explaining a statistically significant amount of variance in Arabic language proficiency after controlling for the effects of age, gender, born in the United States, years of school in the United States, and years of formal schooling in Arabic, R^2 = .06, F (6, 54) = .62, p = .717. Based on the lack of statistically significant findings, the null hypothesis is retained.

Ancillary Findings

T-tests for independent samples were used to determine if being born in the United States or in another country had an effect on acculturation or Arabic language proficiency. The results of this analysis are shown in Table 9.

Table 9

t-Tests for Independent Samples – Acculturation and Arabic Language Proficiency by Country of Birth

Group	Number	Mean	SD	DF	t-Value	Sig
Acculturation						
Born in United States	35	32.51	6.34	68	-.17	.867
Not born in United States	35	32.80	7.76			
Arabic Language Proficiency						
Born in United States	35	5.49	3.96	68	-1.16	.249
Not born in United States	35	6.49	3.19			

The results of the t-tests for independent samples were not statistically significant indicating that acculturation and Arabic language proficiency did not differ by the country of birth. Adolescents who were born in the United States and those born in other countries had similar levels of acculturation, while those born in other countries had slightly higher levels of Arabic language proficiency. However, this difference was not statistically significant.

Summary

In this chapter, the results of the statistical analyses used to describe the sample and address the research questions can be found. The conclusions based on these findings can be found in Chapter 5.

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the relationship between acculturation and Arabic language skills in Arab American youth in a community center setting of 70 Arabic speaking students ranging from 13 to 17 years of age. This investigation was designed as a correlational study to examine the association between the variables based on responses from three surveys: the demographic survey, the acculturation scale, and the Victorian Certificate of Education scores (VCE).

Findings

The sample of 70 students included both new immigrant (n = 35, 50.0%) and first generation (n = 35, 50.0%) adolescents who were enrolled in public schools in the Detroit metropolitan area. The average age of the students was 15.10 (SD = 1.40) years. The majority of the students (67.1%) were female. Their grade in school ranged from 7th to 12th grade and most of the students, regardless of the country of birth, had participated in bilingual education classes.

The two surveys measuring acculturation and Arabic language proficiency were scored using the author's protocols. The results of the acculturation survey indicated that regardless of the country of birth, the levels of acculturation were similar, with the students scoring above the midpoint. Arabic language proficiency also did not differ significantly between students born in the United States and those born elsewhere. Their scores, which could range from 0 to 15, were below the midpoint, indicating low to moderate proficiency in Arabic. English language proficiency was not tested on the VCE.

Discussion

Two hypotheses were developed for this study. The review of literature provides mixed results regarding the degree to which first language proficiency supported the development of second language proficiency among Arabic adolescents who were either immigrants or first generation.

Discussion of Hypothesis 1

As reported in Chapter 4, the null hypothesis was retained since the analysis of the data provided no evidence of a statistically significant relationship between acculturation and Arabic language proficiency (L1; $r=-.16$, $p=.195$). This study's findings differed from other studies that been done earlier.

Discussion of Hypothesis 2

The results of the multiple linear regression analysis indicated that acculturation was not explaining a statistically significant amount of variance in Arabic language proficiency after controlling for the effects of age, gender, born in the United States, years of school in the United States, and years of formal schooling in Arabic, $R^2 = .06$, $F(6, 54) = .62$, $p = .717$. Based on the lack of statistically significant findings, the null hypothesis is retained.

The results of the t-tests for independent samples were not statistically significant indicating that acculturation and Arabic language proficiency did not differ by the country of birth. Adolescents who were born in the United States and those born in other countries had similar levels of acculturation, while those born in other countries had slightly higher levels of Arabic language proficiency. However, this difference was not statistically significant.

Educational Implications

This study provided a preliminary response to the research question. "No known investigation researching this topic has yet been published in the United States, to the researcher's knowledge." The non-significant relationship between the acculturation level and the scores on the Arab language test may be specific for the sample that was studied. If a larger cross-section of Arabic students had been used, the results could have been different.

Limitations of the Study

A limitation of this study was the lack of information regarding the length of time the participant had been in school in his/her native country. If the length of time the student had been taught in his/her first language or the extent to which he/she was proficient in the first language, then this measurement could have been used as a covariate in this study.

In addition, extent to which the Arabic language was taught to students in the classroom, in terms of number of the contact hours, and the applied teaching methodology could be a limitation of the study. The learning materials were condensed and representative of the Arabic language subjects (grammar, metaphors, literature, and prose). Many students spoke only Arabic when they entered school, including some of the 50% who had been born in the United States. Some students had attended Saturday schools to learn to read and speak modern standard Arabic, which is different from colloquial Arabic. Because each student entered school in the United States with different levels of Arabic and English proficiency, outcomes on the VCA test also may have been affected.

Another limitation of this study was the use of a volunteer sample. The sample represents Arab American adolescents who were members of a cultural institute in Southeast Michigan. The participants and their parents may have had a specific interest in participating and may not reflect

the population of immigrant and first generation Arabic adolescents. Consequently, the findings may not be generalizable beyond the sample being studied.

Directions for Future Research

Given that this study did not find a significant relationship between acculturation and language proficiency in Arabic, more studies are needed to determine the link between acculturation and native language proficiency. A study using a larger sample drawn from many different geographic areas in the United States should be conducted to determine the effects of local education on retention of first language and development of second language proficiency among Arabic students who have emigrated from different countries.

A study should be conducted with students completing standardized assessments on their use of Modern Standard Arabic (MSA). This research should be mediated by comparing philosophy, curriculum and learning strategies that are used to teach Arabic in the United States and abroad.

A longitudinal study should be conducted to determine the importance of first language retention on second language proficiency. A group of students entering kindergarten should be tested to determine their proficiency in Arabic and English. They could be retested every year both in Arabic and English to determine their proficiency levels. As they progress from elementary school to secondary school, their levels of proficiency would be assessed to determine how much of their first language has been retained and their proficiency levels in English. This study would provide information on the importance of first language retention on second language proficiency.

Another longitudinal study should be conducted to determine the importance of Arabic formal education on acculturation. A group of students entering middle schools should be tested at the beginning of their middle school entry and followed as they progress from the middle to the

secondary schools. In other words they will be retested every 3 years to determine the effect of Arabic formal education on acculturation. This study would provide information on the importance of formal education on acculturation among Arab adolescents.

A study is needed to determine the efficacy of attending a Saturday School to learn Arabic in students' proficiency in reading and speaking Arabic. Students who attend a Saturday School might not be taught by certified teachers. Instead, the teachers may be people from the community who are proficient in Arabic, but lack knowledge of instructional strategies for teaching language. A standardized test could be used to assess the level of proficiency in modern standardized Arabic by students enrolled in Saturday Schools.

An experimental research design could be used to provide an intervention for students in teaching them writing skills in modern standardized English. While many programs focus on reading and speaking Arabic, some students may need additional instruction in the grammar and punctuation associated with written Arabic. A summer-long program could be used to teach the students writing skills for Arabic. Students could be pretested and then posttested using the VCA to determine growth from the writing class intervention.

A paucity of published research has focused on Arabic students. Research is needed to determine similarities and differences in language acquisition patterns among different Middle Eastern ethnic groups who are immigrating to the United States.

APPENDIX A

THE STUDENT SURVEY

1. Age: _____

2. Gender: _____ Male _____Female

3. Were you born in the United States? ____yes ____no

4. How many years have you attended school in the U.S.? _____

5. Grade: indicate what grade you will be in this fall? (circle one)

   Grade 6 -- Grade 7-- Grade 8-- Grade 9 -- Grade 10 -- Grade 11 -- Grade 12 --

6. In total, how many **years** have you attended a school where at least some of your classes were conducted in Arabic in the U.S. or abroad? _____

APPENDIX B

ACCULTURATION SCALE

Please circle the number that best describes you for each of the questions below. Your

answers are private and your name will never be associated with your answers.

1. What language do you normally speak at home? (circle one number only)
   1 Only Arabic
   2 Mostly Arabic
   3 English and Arabic
   4 Mostly English
   5 Only English

2. What language do you normally speak with your friends? (circle one number only)
   1 Only Arabic
   2 Mostly Arabic
   3 English and Arabic
   4 Mostly English
   5 Only English

3. What language do you <u>like</u> to use the most? (circle one number only)
   1 Only Arabic
   2 Mostly Arabic
   3 English and Arabic
   4 Mostly English
   5 Only English

4. What language do you read better? (circle one number only)
   1 Definitely Arabic
   2 Probably Arabic
   3 English and Arabic equally
   4 Probably English
   5 Definitely English

5. What language do you write better? (circle one number only)
   1 Definitely Arabic
   2 Probably Arabic
   3 English and Arabic equally
   4 Probably English
   5 Definitely English

6. What ethnic group do you identify with – or feel that you belong to? (circle one number only)
    1 Only Arabic people
    2 Mostly Arabic people
    3 American and Arabic people equally
    4 Mostly American people
    5 Only American people

7. In what language do you usually think? (circle one number only)
    1 Only Arabic
    2 Mostly Arabic
    3 English and Arabic
    4 Mostly English
    5 Only English

8. When you listen to music or watch TV or videos, in what language are they?
    (Circle one number only)
    1 Only Arabic
    2 Mostly Arabic
    3 English and Arabic
    4 Mostly English
    5 Only English

9. What type of food do you eat more of? (circle one number only)
    1 Only Arabic
    2 Mostly Arabic
    3 American and Arabic about equally
    4 Mostly American
    5 Only American

10. How important is it to you that the Arabic traditions be honored or followed? (circle one number only)
    1 Very Important
    2 Somewhat important
    3 I have no opinion on this
    4 Not very important
    5 Not at all important

APPENDIX C
THE PROFICIENCY MEASURE: THE VCE

Victorian Certificate of Education
2005

◆◆◆◆◆◆◆◆◆◆◆◆◆◆

◆◆◆◆◆

◆◆◆◆◆◆

◆◆◆◆◆

ARABIC

Written
examination

Day Date 2005

Reading time: *. to *.** (15 minutes)**
Writing time: *. to *.** (2 hours)**

QUESTION AND ANSWER
BOOK

Structure of book

Section	Number of	Number of questions	Number of	Suggested times
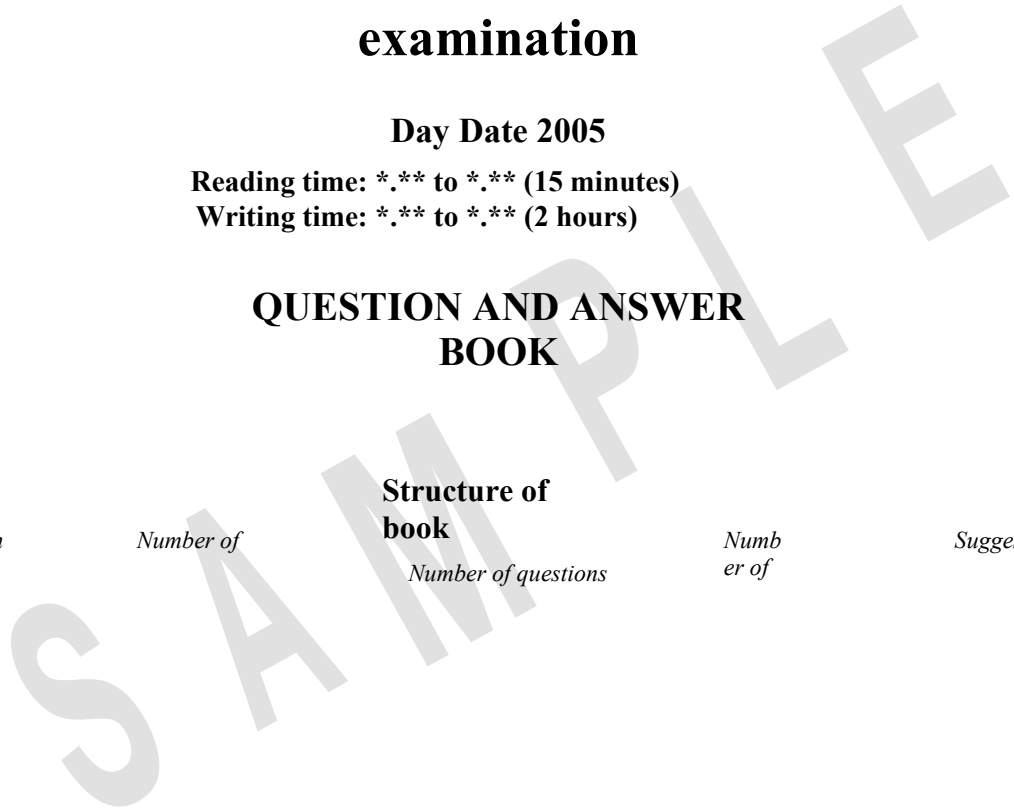
	questions	to be answered	marks	(minutes)
1 – Part A	4*	4*	15	30
– Part B	2*	2*	15	
2 – Part A	3*	3*	20	40
– Part B	4*	4*	10	
3	5	1	15	50
			Total 75	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual or bilingual dictionary in one or two separate volumes.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 15 pages, including **Assessment criteria** on page 15.

Instructions
• Write your **student number** in the space provided above on this page.
• Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

At the end of the examination
• Hand in this question and answer book at the end of the examination.

SECTION 1 – Listening and responding

Instructions for Section 1 – Part A

Texts 1 and 2, Questions 1–4

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in ENGLISH.

All answers must be based on the texts.

TEXT 1 – Answer the following questions in ENGLISH.
　　　　　Responses in the wrong language will receive no credit.

You may make notes in this space.

Question 1
Identify two differences between customs and traditions as explained in the text.

Customs

_____

_____

Traditions

_____

_____

* mark(s)

Question 2
What features of the passage show that the two speakers respect each other?

_____

_____

_____

* mark(s)

TEXT 2 – Answer the following questions in ENGLISH.
     Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 3
What does the guest speaker mean by being a spectator in your own home?

_____

_____

_____
_____

_____

_____

_____

_____

* mark(s)

Question 4
Complete the chart.

Negative effects of television	Advice to families

* mark(s)

Total 15 marks

Text 3, Questions 5 and 6 — Instructions for Section 1 – Part B

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in ARABIC.

All answers must be based on the texts.

TEXT 3 – Answer the following questions in ARABIC.
        Responses in the wrong language will receive no credit.

You may make notes in this space.

Question 5

من هو نجيب محفوظ ، وما هى الجائزة الكبرى التي حصل عليها؟

Who is Najib Mahfuz and what was the highest award that he received in his life?

_ مَحفوظ بِأسلوبٍ خاص في كتاباتِهِ ، إشرَح هَذِه العِبارَة في ثلاثَةِ أسطُر .

Question 6
In three complete sentences discuss the features of Najib Mahfuz's writing style.

Total 15 marks

END OF SECTION 1

SECTION 2 – Reading and responding

TEXT 4 – Answer the following questions in ENGLISH.

Responses in the wrong language will receive no credit.

You may make notes in this space.

تُعتَبَرُ حالة الجَفاف التي تَمُرُّ بها أستراليا أسوأ حالة جفاف في تاريخ البلاد ، ويرجع ذلك إلى عَدَم هُطول الأمطار بكمِّيات كافِيةٍ منذ اثني عَشَر عاماً .

وقد صرَّحَ ناطِقٌ باسم دائرَةِ المِياهِ في فكتوريا هذا الصَّباح ، بأنَّ مستَوى مَخزون المِياهِ في السُّدودِ قَد وصلَ إلى أدنى دَرَجةٍ له وأنَّ حالة الجَفافِ هذه تعمُّ كل ولايات أستراليا . كما أضافَ أنَّه إذا لم يَسقط المَطَر بشكلٍ كافٍ خلال الأشهُر السِّتة القادِمة ، فإن أستراليا سوف تتعرَّضُ إلى كارثة كبيرة ستؤثِّر تأثيراً مباشراً على أفرادِ المُجتمع الأستراليِّ .

ونظراً لشدَّة حالة الجَفاف التي تَجتاحُ أستراليا ، سيضطرّ المُزارعونَ إلى التَّخلُّص من 40% من الثَّروَة الحيَوانيَّة ، مما يهدِّد اقتصاد البلاد بالخطَر حيثُ تَعتَمدُ أستراليا على تصدير المَواشي إلى الخارج كَموردٍ أساسيٍّ من مَواردِ الدَّخلِ . أضِف إلى ذلك أنَّ الجَفافَ يهدِّد الثروة الزِّراعيَّة أيضاً ، فقد لا يتمكَّن المُزارعون من زراعة بعض المَحاصيل الهامَّة كالقمح مثلاً ، وسيؤدي هذا إلى خسارة اقتصاديَّة هائلة وستؤدِّي حالة الجَفاف المستمرَّة إلى تَقليل كمِّيَّات المياه التي سيُسمَح للمواطنين باستِهلاكها حتى يتمكَّن مَخزونُ المياه المُتناقِص من تَلبِيَة احتياجاتِ النَّاس الأساسيَّة اليَوميَّة .

لقد أعلنت الحكومة عن فرض قيود و قوانينَ جديدة على النَّاس تُحدِّد لهم كمِيَّة استِهلاكِ الماء عن طريق مَنع استعمال خُرطوم المِياهِ في غَسل السيارات أو تنظيفِ حدائق البيوت ، و سَقي المَزروعات ، وَ فرضَت غَرامات على المُخالِفينَ مِنهُم .كما قامَت حكومة ولاية فكتوريا بالكثير من حَملات التَّوعِيَة للمواطِنين حَولَ سُبُلِ الحِفاظ على المياه من الإهدار ، عبر التلفاز و الإذاعة و الصُّحُف . والجُّدير بالذِكر أنَّ مجالس البلديَّة في الولاية قامَت بتَوزيع منشورات على الأهالي كان شِعارُها : "الماء هو يُنبوع الحَياة حافِظوا على قَطَراتِهِ".

Question 7
Why is Australia facing the worst drought for many years?

_____

_____

_____

_____

_____

                                                    * mark(s)

Question 8
Name three long-term consequences of the drought.

_____

_____

_____

_____

_____

_____

                                                    * mark(s)

Question 9

What two major steps has the Victorian Government taken to improve water conservation?

_____

_____

_____

_____

_____

_____

                                                    * mark(s)
                                          Total 20 marks

Instructions for Section 2 – Part B

Text 5, Question 10–13

Read the text and then answer the questions in ARABIC.

All answers must be based on the text.

TEXT 5 – Answer the following questions in ARABIC.

You may make notes in this space.

أخْطارُ تَلوُّثِ البيئَةِ

يُواجِهُ كَوكَبُنا مُشْكِلاتٍ عَديدَةً . مِنها تَلوُّثُ الهَواءِ والأنْهارِ والبِحارِ والتُّربَةِ واليَوْمَ تَتَعَرَّضُ أشْجارُ الغابات للإقِتِطاعِ ، كَما أنَ الكثيرَ مِنَ النَباتاتِ وَالحَيَوانات البَرِّيَّةِ مُهَدَّدَةٌ بالإنْقِراض.ونَحْنُ نُفَرِّطُ في استِخْدامِنا للمِياهِ وللوقودِ كَالنَفطِ وَالفحم الحَجَرِيِّ.

إنَّ الهَواءَ الَّذي نَتَنَفَّسُهُ لَمْ يَعُدْ نَقِيّاً،فالمَصانِعُ وَمَحَطَّاتُ تَوليدِ الطَّاقةِ في إنْتاجِها للبَضائِعِ وَالكَهْرَباءِ تَبْعَثُ في الجَوِّ دُخاناً وَغازاتٍ سامَّةً ،كَما أنَّ عَوادِمَ السَّيَّارات تَقْذِفُ بأبْخِرَتِها السَّامةِ الناتِجَةِ عَن احْتِراقِ الوُقودِ ،كذلِكَ المَوادُ الصِّناعِيَّةُ الحَديثَةُ كَالمُبيدات الحَشَرِيَّةِ وَالعُبوَاتِ البَخَّاخَةِ كَمُلَطِّفِ الجَوِّ ،كُلُّها عَواملٌ تُساهِمُ في ازدِيادِ الغازاتِ الضَّارَةِ في الهَواءِ..والهَواءُ المُلَوَّثُ مُضِرٌّ بالكائِناتِ الحَيَّةِ كُلَّها مِن نَباتٍ وَحيَوانٍ وَإنسانٍ

وَعِنْدَما تَنْبَعِثُ هَذِهِ الغازاتُ السَّامَةُ في الهَواءِ وَتَخْتَلِطُ بَعضُ هَذِهِ الغازاتِ بالماءِ تَتَحَوَّلُ إلى ماءٍ حَامِضيٍّ وهكذا عِنْدَما تَمْتَزِجُ هَذِهِ الغازاتُ بالسُّحُبِ المَطيرَةِ، تَنْحَلُّ بما في السُّحُبِ مِنْ رُطوبَةٍ مُشكِّلَة المَطَرِ الحامِضيِّ.فالمَطَرُ الحامِضيُّ يَقْتُلُ الغاباتِ ويُسَمِّمُ البُحَيْرات وَيُؤْذي الحيوانات البَرِّيَةِ وَيَضُرُّ بصِحَّةِالبَشَر.

فعَلَيْنا جَميعاً أنْ نَكونَ خُضْراً ،وَذَلِكَ يَعْني الإهْتِمامَ ببيئَتِنا وَالمُحافَظَة عَلَيْها وَإيجاد الحُلُول للحَدِّ مِنْ تَلوُّثِها .إنَّ لِكُلِّ فَرْدٍ دَوراً في جَعْلِ هَذا العَالَمِ الَّذي نَعيشُ فيهِ أفضَلَ .إنَّ مُسْتَقْبَلَ الأرْضِ بَيْنَ أيْدينا.

Responses in the wrong language will receive no credit.

يُواجِهُ كَوكَبُنا مُشْكِلاتٍ عَديدَةً أذْكُر ثَلاثَةً مِنها،وِقْقاً للنَّصِ.

Question 10

According to the text, our planet is facing too many problems; mention three of them.

Question 11
How is acid rain formed, and how does it affect the environment?

كَيْفَ يَتَكَوَّنُ الماءُ الحامِضِيُّ ، وما هُوَ تَأْثِيرُهُ عَلى البيئَةِ.

_____

_____

_____

_____

Question 12
Name three causes of air pollution according to the text.

أذكُر ثَلاثَة عَوامل تُسَبِّب في تَلوّثِ الهَواءِ ، وفقاً للنّص.

_____

_____

_____

Question 13
Text 4 proposes solutions to a particular problem mentioned in both Texts 4 and 5. What is the problem?

إقتُرحَت في النَّصِّ الرَّابع بَعض الحلول لِمُشكِلةٍ مُعَيَّنَة ذُكِرَت أيضاً في النص الخامِس، ما هي هذه المشكِلة ؟

_____

_____

_____

_____

Total 10 marks

SECTION 3 – Writing in Arabic

Question 14

Write a letter to a friend on the occasion of a festive event or an occasion celebrated in your family or in the community. Describe the occasion: its significance, the preparations, the actual celebration and the people who participated.

اكْتُبْ رسالة إلى صديقِكَ/ صَديقَتِكَ عَن احتِفالٍ خاصٍّ، أو حَفلَةٍ خاصَّةٍ قُمْتَ بِها مَع عائِلَتِكَ أو في الجالِيَةِ. صِفْ المُناسَبَةَ وَأَهَمِّيَّتَها وَالتَّحضيراتِ وَالإِحتِفالِ نَفسَهُ وَالنَّاسِ الَّذين حَضَروه.

OR

Question 15

Write an imaginative story in which Winter and Spring each explain how they benefit people and nature.

OR

اكْتُب قِصّة مِن خيالِكَ تَتَضَمَّنُ حِواراً دارَ بَيْنَ الشِّتَاء وَالرَّبيعِ، يُظْهِرُ فيهِ كلٌّ مِنهُما فضْلَهُ عَلَى الإنسان وَالطَّبيعَةِ .

Question 16

You have been asked to give a talk to members of your school's Student Health Club. Explain to your fellow students the dangerous effects of smoking and try to persuade them not to start smoking, or to quit smoking if they have already started.

OR

Question 17

طُلِبَ مِنكَ أَنْ تُلقي كَلِمَةً إلى أعْضاءِ النَّادي الصِّحِّيِّ في مَدْرَسَتِكَ. إشْرَحْ لِزُمَلائِكَ الطُّلّاب تأثيراتِ التَّدخين الخَطيرَةَ وحَاوِل إِقْناعَهُم بعَدَمِ بَدءِ التّدخين أو الإقلاع عَنْهُ إذا كَانوا يُدَخِّنون.

Write a book review for an Arabic newspaper about a work by your favorite Arabic writer. Talk about the author in general, their place and significance in Arabic literature, and about one particular work of theirs.

OR

Question 18

Having recently completed your secondary education with distinction, you have been invited by a local

أكْتُب تَقريراً نَقْديًا لِجَريدةٍ عَرَبِيَّةٍ عَنْ مُؤلَّفاتٍ لِكاتِبِك العَرَبيِّ المُفَضَّل. تَحَدَّث عَن الكاتِبِ بِشَكلٍ عامٍّ، عَن مَكانَتِهِ وَأَهَمِّيَّتِه في الأدَبِ العَرَبيِّ، وعن أحد مُؤلَّفاتِه بِشكلٍ خاصٍّ.

newspaper to write an article to inform your fellow students about your experience, to give them advice and explain the best way to succeed.

tal 15 marks

T

بَعدَ أن أنهيتَ دِراسَتَكَ الثانَوِيَّة مؤخَّراً بِتَفوُّق ، تَلَقَيتَ دَعوةً مِن قِبَل صَحيفةٍ مَحلِّيَّةٍ لِكِتابَةِ مَقالٍ تُخبِرُ فيهِ زُمَلائِكَ الطَّلَبَة عن تَجرِبَتِكَ الدِّراسِيَّة وَتُسدي لهم النَّصائِحَ وَتَشرَحُ لهم أفضَلَ السُّبُلِ لِلنَّجاح .

o

You may makes notes in this space.

Write your response on the following pages.

Question No. [ ]   (Mark in the box the number of the question you are answering.)

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Question No. [ ]   (Mark in the box the number of the question you are answering.)

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your student number in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

Assessment criteria

Section 1: Listening and responding

Part A

•   The capacity to understand and convey general and specific aspects of texts

Part B

•   The capacity to understand general and specific aspects of texts

•   The capacity to convey information accurately and appropriately

Section 2: Reading and responding

Part A

•   The capacity to understand and convey general and specific aspects of texts

Part B

•   The capacity to understand general and specific aspects of texts

•   The capacity to convey information accurately and appropriately

Section 3: Writing in Arabic

•   Relevance, breadth and depth of content

•   Appropriateness of structure and sequence

•   Accuracy, range and appropriateness of vocabulary and grammar

END OF QUESTION AND ANSWER BOOK

Transcript
SECTION 1: Listening and responding

Part A

كانتْ مُنى تُشاهدُ برنامجاً تلْفزيونِيّاً تُعْرَضُ فيهِ الاحتِفالاتُ الشَّعْبِيَّة و بعضُ العاداتِ
و التَّقاليدِ لشُعوبٍ آسْيَوِيَّةٍ عَدِيدَة . كانَ أبوها يتابعُ البرنامجَ معها فجرَى بينَهما الحِوارُ التَّالي:

منى : ما هي العاداتُ و التَّقاليدُ يا أبي ؟ و كيف صارتْ بهذا الشَّكل؟

الأب : العاداتُ و التَّقاليدُ هي مجمُوعةُ تَعاليمٍ انْتَقَلتْ من جيلٍ إلى جيل ، و هي تشملُ كلَّ المَعارفِ البَسيطةِ التي
يَتَناقلُها النّاس ، كالمُعْتَقَداتِ و الخُرافاتِ ، و القِصَصِ و الأمْثالِ الشَّعْبِيَّةِ و الشِّعْرُ العامِّيّ ، و الألْعابِ و التَّسْلِياتِ
و الأعْيادِ و الاحتِفالاتِ الشَّعْبِيَّة.

منى : و هل العادات و التقاليد كلمتان تحملان نفسَ المَعْنَى يا أبي ؟

الأب : لا يا ابنتي . العاداتُ و التقاليد هما ثقافة شَعْبِيَّة غيرُ مَكْتوبةٍ في الكُتُب ، و لكنَّ العادات تختلفُ عن التقاليد
بفارقٍ بسيط . فالعادات مثلاً شخْصِيَّة أكثر ، كعاداتِ النّاس في المَأْكَلِ و المَشْرَبِ و المَلْبَس و فرْش المَنْزِل ،
وهي تَتَغَيَّرُ وتَتَطَوَّرُ مع الزَّمَن و اخْتِلاطِ الشُّعوب . أما التقاليد فهي تحملُ طابعاً عامّاً لشَعبٍ بأكْمَلِه
مثْلَ تقاليدِ الأعْيادِ و الزَّواج و شعائر الحِداد ، كما أنّه من الصَّعْبِ تغْيير التَّقاليدِ بسُرْعَة.

منى : فهمْتُ الآن ، لهذا تغيَّرَتْ عاداتُنا في الطَّبْخ مَثَلاً أما تقْليدُ الزَّواج فبَقِيَ كما هو .

الأب : أحسنتِ يا ابنتي .

TEXT 1

TEXT 2

كما وعد تكم في الاسبوع الماضى درسنا اليوم عن تأثير التلفاز على حياتنا إذا كانت بعضُ الاختراعاتِ قد
أحدثتْ بعضَ التغْييراتِ في حياةِ النّاس ، فإنّ اختراعاً واحداً منها هو التِّلفاز قد أحدثَ ثورةً عظيمة في حياتِنا
اليومِيَّة ، فمن خِلال الضَّغْطِ على زرٍّ صغير في جِهازك هذا ، و أنت في بيتِك ، تنْتَقِلُ كمُشاهدٍ بنَظَركَ بين
مُخْتَلفِ البرامِج و الأخبار من كلِّ أنحاء العالم ، و تُتابعُ ما تحبُّ من مواضيع رياضيّة أو ثَقافِيّة
أو فنِّيّة أو سياسيّة ، حتى صارتْ مُشاهدةُ التلفاز عندَ البعض هوايةً بحدِّ ذاتِها.

و لكنَّ للتلفاز مضارَّ و سلبيات عديدة يُحَدِّرُ منها الباحِثون و عُلماءُ التَّربية . أوّلُها ما د لّتْ عليه الأبْحاثُ من
أنَّ المُشاهدين يتَفاعلون بصورةٍ انْفِعالِيَّةٍ مع ما يَجري مع المُمَثِّلين على الشّاشَة ، و يقومون بتقْليدِ حركاتٍ و ألْفاظِ
و تَصَرُّفاتِ أبطالِ الأقْلام التى يُشاهد ونَها ، و يَظهرُ هذا التَّقليدُ واضِحاً عندَ الأطفال خاصة.

كما أَثْبَتَت الأَبْحاثُ أنه كلَّما ازْدادَ عدَدُ مُسَلَسَلاتِ العُنْفِ على التلفازِ في بَلَدٍ ما ارْتَفَعَ فيها مُعَدَّلُ الجَريمَة . و إنَّ مِن سَلْبِيّاتِ التَّلفازِ أيضاً أنَّه سارقٌ للوقتِ فإنَّ المُشاهَدَ يُضَيِّعُ أرْبَعَ أو خَمْسَ ساعاتٍ يومِيّاً على الأَقَلَّ ، و هو جالِسٌ أمامَه . و لهذا يقولُ البعضُ أنَّ التّلفازَ تَسَبَّبَ بازْدِيادِ الخُمُولِ و الكَسَلِ و السُّمْنَة في يَومِنا هذا ، و أنَّه قَلَّلَ مِن تَوَجُّهِ الشَّباب نَحْوَ الهِواياتِ المُفيدةِ كالقِراءةِ مَثَلاً ، و أنَّه قد تَسَبَّبَ أيضاً في إضْعافِ الرّابِطَةِ بين أقْراد الأُسْرَةِ الواحِدَة . لذ لك يَنْصَحُ علماءُ التَّرْبِية الأهلَ بِبَعضِ الخطواتِ التي يُمْكِنُ أنْ تَقِي أطفالَهم مِن سَلْبِيّاتِ التّلفاز إذا اتَّبَعوها . فأوّلاً ، يجبُ أنْ يَسْمَحَ الأهلُ لأوْلادِهم بمُشاهدةِ البرامج المُناسِبَةِ لأعْمارِهِم و عُقو لِهم فقَط من أجل تَنْمِيَةِ مَعارِفِهم و مَهاراتِهم بما يَنْفَع. و ثانياً ، يجبُ أنْ يقومَ الأهلُ بتَحْد يدِ الوقتِ الذي يُسْمَحُ فيه للطِّفل بمُشاهدَةِ التّلفازِ حِرْصاً على سلامَةِ بَصَرِهِ و سَمْعِهِ و عَقْلِه . و أخيراً ، يُفَضَّلُ أنْ يُشاهدَ الأهلُ بعضَ البرامج مع أو لادِهِم مع مُناقشَتِها معَهم لِيَتَمَكَّنَ الولدُ من فَهْمِ الأحْداثِ فَهْماً صَحيحاً

أى اسئلة اخرى

Part B

تقيم جامعة دمشق كل عام ندوة عن الادباء العرب وضيفنا اليوم الدكتور غسان البحيرى أستاذ الادب العربى في الجامعة وسوف يلقى حديثة عن الكاتب المصرى المعاصر نجيب محفوظ

نجيب محفوظ هو كاتب روائي عربي مصري شهير ، و هو مِن ألمع أد باء العرب المعاصرين.

ولد نجيب محفوظ في 11 كانون الأول ، عامَ 1911 في حي الجمالية بمصر . تابع نجيب محفوظ د راسته في القاهرة حتى تخرج من قسم الفلسفة بجامعة القاهرة. استهلَّ حياته الأد بية بنشر روايته الأولى ، "همس الجفون" عامَ 1938 ، تلتها روايته "عبث الأقدار" ، ثم جاءت "ثلاثيته" الشهيرة التي تشتمل على :

"زقاق المدق" و "قصر الشوق" و "بين القصرين" ، و غيرها من مؤلفاته الكثيرة . تميزت كتابته بحلاوة التعابير و سهولة انسيابها و التَّشويق و الإسهاب في تصوير شخوص رواياته و الأحداث التي تمر بهم ، مع الحرص على ربط تلك الأحداث بواقع و مفاهيم الحياة المصرية زمنياً و سياسياً و تاريخياً.

حصل نجيب محفوظ على أكثر من وسام و جائزة في مصر ، و لكنه قفز نحو قمة المجد في د نيا الأدب عالمباً ، حين حصل على جائزة نوبل للآداب عام 1988 .

TEXT 3

APPENDIX D:
WAYNE STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
APPROVAL

WAYNE STATE UNIVERSITY

IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
http://irb.wayne.edu

NOTICE OF EXPEDITED APPROVAL

To: Ahmed Elsayed
Teacher Education

From: Dr. Scott Millis _S. Millis, PhD_
Chairperson, Behavioral Institutional Review Board (B3)

Date: September 10, 2013

RE: IRB #: 075313B3E

Protocol Title: The Relationship between the Level of Acculturation in American (English-Speaking) Culture and Language Proficiency in Arabic among Adolescents

Funding Source:

Protocol #: 1307012197

Expiration Date: September 09, 2014

Risk Level / Category: 45 CFR 46.404 - Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Expedited Review* Category (#7)* by the Chairperson/designee *for* the Wayne State University Institutional Review Board (B3) for the period of 09/10/2013 through 09/09/2014. This approval does not replace any departmental or other approvals that may be required.

- Revised Protocol Summary Form, received in the IRB Office 09-09-13
- Research Proposal - Dissertation, 2013 (received in the IRB Office 07-15-13)
- Letter of Support received from the President of the Islamic Cultural Institute
- Notice/Flyer, revised and received 09-09-13
- "EMAN" Weekend School Parental Permission / Research Informed Consent, (dated 07-10-13 - revised and received 09-09-13)
- Behavioral Documentation of Adolescent Assent Form (ages 13-17), dated 07-10-13 - revised and received 09-09-13.

- Federal regulations require that all research be reviewed at least annually. You *may* receive a *"Continuation Renewal Reminder"* approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval *before* the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
- All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
- Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (http://www.irb.wayne.edu//policies-human-research.php).

NOTE:
1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at **each** use.

*Based on the Expedited Review List, revised November 1998

APPENDIX E

ASSENT FORM

Title: THE RELATIONSHIP BETWEEN THE LEVEL OF ACCULTURATION IN AMERICAN (ENGLISH-SPEAKING) CULTURE AND LANGUAGE PROFICIENCY IN ARABIC AMONG ADOLESCENTS

[Behavioral]Documentation of Adolescent Assent Form
(Ages 13-17)

Title: THE RELATIONSHIP BETWEEN THE LEVEL OF ACCULTURATION IN AMERICAN (ENGLISH-SPEAKING) CULTURE AND LANGUAGE PROFICIENCY IN ARABIC AMONG ADOLESCENTS

Study Investigator: Ahmed Elsayed

Why am I here?
This is a research study. Only people who choose to take part are included in research studies. You are being asked to take part in this study because, whether born here or abroad, you have had some formal education in the Arabic language.
Please take time to make your decision. Talk to your family about it and be sure to ask questions about anything you don't understand.

Why are we doing this study?
This study is being done to see if there is connection between the level of acculturation (comfort) in the American Culture and your Arabic language proficiency. You have been invited to participate because whether born here or abroad, you have had some formal education in the Arabic language.

What will happen to me?

During the study you will be asked to reply to some written survey questions and take an exam in Arabic.

How long will I be in the study?

You will need 5 to 10 minutes to answer the survey questions and you are allowed up to 2 hours and 20 minutes for the Arabic exam.

Will the study help me?

You may not benefit from being in this study; however information from this study may help other people in the future who are of Arabic background and are learning English. If you are curious about your Arabic exam score, your parent may contact me to get your results.

Will anything bad happen to me?

There is no expected risk that will result from your answer of the survey questions. Some students get nervous during exams, but just do your best and relax. No one else will know your score.

Will I get paid to be in the study?

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Protocol Version #: 1307012197
HIC Date: 07/13

Assent Form Page 2

For taking part in this research study, you will receive a $5 gift card once you have finished. Rewards will not be prorated for partial participation.

Do my parents or guardians know about this?

This study information has been given to your parents/guardian and they said that you could be in it. You can talk this over with them before you decide.

What about confidentiality?

Every reasonable effort will be made to keep your information confidential, however we do have to let some people look at your survey and exam. Your name will not be on either of the forms. There will only be a number on your survey and exam so that they can be matched. We will keep your records private unless we are required by law to share any information.

What if I have any questions?

For questions about the study please call Ahmed Elsayed at 313-247-8576. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628.

Do I have to be in the study?
You don't have to be in this study if you don't want to or you can stop being in the study at any time. Please discuss your decision with your parents and researcher. No one will be angry if you decide to stop being in the study.

Submission/Revision Date: July 10, 2013   Page 2 of 3   Participants Initials_____
Protocol Version #: 1307012197

HIC Date: 07/13

Assent Form Page 3

AGREEMENT TO BE IN THE STUDY

Your signature below means that you have read the above information about the study and have had a chance to ask questions to help you understand what you will do in this study. Your signature also means that you have been told that you can change your mind later and withdraw if you want to. By signing this assent form you are not giving up any of your legal rights. You will be given a copy of this form.

_____   _____
Signature of Participant (13 yrs & older)   Date

_____
Printed name of Participant (13 yrs & older)

_____   _____
**Signature of Witness (When applicable)   Date

_____
Printed Name of Witness

_____   _____
Signature of Person who explained this form   Date

_____
Printed Name of Person who explained form

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APPROVAL PERIOD

SEP 1 0 '13          SEP 0 9 '14

WAYNE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
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** Use when participant has had consent form read to them (i.e., illiterate, legally blind, translated into foreign language).

Submission/Revision Date: July 10, 2013   Page 3 of 3   Participants Initials_____
Protocol Version #: 1307012197
                                                                                    HIC Date: 07/13

APPENDIX F

CONSENT FORM

Title of Study: THE RELATIONSHIP BETWEEN THE LEVEL OF ACCULTURATION IN AMERICAN (ENGLISH-SPEAKING) CULTURE AND LANGUAGE PROFICIENCY IN ARABIC AMONG ADOLESCENTS

"EMAN" Weekend School Parental Permission/Research Informed Consent

Title of Study: THE RELATIONSHIP BETWEEN THE LEVEL OF ACCULTURATION IN AMERICAN (ENGLISH-SPEAKING) CULTURE AND LANGUAGE PROFICIENCY IN ARABIC AMONG ADOLESCENTS

Purpose:

You are being asked to allow your child to be in a research study at their school that is being conducted by Mr. Ahmed Elsayed / Teacher Education Division / Curriculum and Instruction program from the College of Education of Wayne State University to examine the relationship between the level of acculturation in the American Culture and Arabic language proficiency regardless if the students received some formal education in the US or their original countries. Your child has been selected because he or she is an adolescent Arabic youth, whether born here or abroad, and had some formal education in the Arabic language.

Study Procedures:

If you decide to allow your child to take part in the study, your child will be asked to
. Complete a brief survey and take an exam of Arabic language proficiency.
. On the survey, your child will answer questions about his/her attitudes towards Arabic (L1) and English (L2). He/she may choose not to answer all of the questions or stop completing the survey at any time.
. Spend no more than 5-10 minutes answering the survey questions. Then your child will take an exam of Arabic proficiency. The entire process may require up to 2 hours and 30 minutes.
. If you wish to review the survey questions, please see Ahmed Elsayed at the site prior to giving your consent.
  A copy of your child's completed questionnaire and exam score may be obtained from the researcher upon request within one week of completing the survey and exam.

Benefits:

There may be no direct benefits for your child; however, information from this study may benefit other people now or in the future.

Risks:

There are no known risks at this time to your child for participation in this study. Some children may experience mild "test anxiety" if they normally feel anxious during test-taking. The researcher will emphasize that their score is private and that they should just do their best. There is the social risk of potential breach in confidentiality in case of the harm to interpersonal relationships and or the like.

Costs

There are no costs to you or your child to participate in this study.

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Protocol version # 1307012197

Consent Form Page 2

Compensation:

For taking part in this research study, your child will receive a $5 gift card. Rewards will not be prorated for partial participation. Those who fill out all the survey but miss no more than few questions will likely receive the compensation.

Confidentiality:

All information collected about your child during the course of this study will be kept confidential to the extent permitted by law. Your child will be identified in the research records by a code name or number.

The student surveys will be coded to match their Arabic proficiency exam so that they can be matched for the statistical analysis. The list of identifying information will be shredded following the analysis so that there will be no link between the survey responses and any one person. Meanwhile, the list of names will be kept locked into a cabinet in the researcher's home.

Information that identifies you or your child personally will not be released without your written permission. However, the Human Investigation Committee (HIC) at Wayne State University or federal agencies with appropriate regulatory oversight may review yours or your child's record.

Voluntary Participation /Withdrawal:

Your child's participation in this study is voluntary. You are free to withdraw your child at any time. Your decision about enrolling your child in the study will not change any present or future relationships with Wayne State University or its affiliates, your child's school, your child's teacher, your child's grades or other services you or your child are entitled to receive.

Questions:

If you have any questions about this study now or in the future, you may contact Ahmed Elsayed at the following phone number 313-247-8576. If you have questions or concerns about your child's rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Consent to Participate in a Research Study:

To voluntarily agree to have your child take part in this study, you must sign on the line below. If you choose to have your child take part in this study, you may withdraw them at any time. You are not giving up any of your or your child's legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

Submission/Revision Date: Page 2 of 3   Parent/Guardian Initials_____
Protocol version # 1307012197

Consent Form: page 3

|	
Print the Name of the Participant	Date of Birth
Signature of Parent/ Legally Authorized Guardian	Date
Printed Name of Parent Authorized Guardian	Time
*Signature of Parent/ Legally Authorized Guardian	Date
Printed Name of Parent Authorized Guardian	Time
**Signature of Witness (When applicable)	Date
Printed Name of Witness	Time
Printed Name of **Person Obtaining** Oral Assent (children age 7-12)	Date
Signature of Person Obtaining Consent	Date
Printed Name of Person Obtaining Consent	Time

* Both parent's signatures should be obtained however both are **required** for level 3 studies

** Use when parent/guardian has had consent form read to them (i.e., illiterate, legally blind, translated into foreign language).

APPROVAL PERIOD

SEP 10 '13   SEP 0 9 '14

WAYNE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
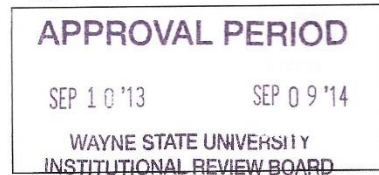
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ABSTRACT

THE RELATIONSHIP BETWEEN THE LEVEL OF ACCULTURATION IN AMERICAN (ENGLISH-SPEAKING) CULTURE AND LANGUAGE PROFICIENCY IN ARABIC AMONG ADOLESCENTS

by

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August 2014

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The purpose of this study is to describe the relationship between acculturation and Arabic language skills in Arab American youth in a community center setting. Seventy Arabic speaking students at the age of 13 through 17 in a Midwestern state were selected on a non-random sampling basis to participate in this study. Three main measures were used to collect data: (1) Student Demographic Survey, (2) student acculturation scale and (3) the Victorian Certificate of Education (VCE Exam).

Descriptive analyses were used to summarize, classify and simplify the data collected from the two surveys. Inferential analyses, on the other hand, were used to investigate two research hypotheses of this study. Two statistical tests were used: Pearson product moment correlations were used to determine if the level of acculturation was related to the students' language proficiency in Arabic. A multiple linear regression analysis was used to determine if acculturation could be used to predict Arabic proficiency after controlling for age, gender, years of school in the United States and years of formal education in Arabic. The demographic variables were entered first in the multiple linear regression analysis to remove their effects on Arabic language proficiency. There were non-significant relationships between the variables.

Explanations were provided regarding why the research hypotheses were not supported. Potential future research is also examined.

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