

The Effect of Learning a Foreign Language on the Children's Achievement in their Mother - Tongue. (A Case Study of Non- Government Elementary Schools in Greater Omdurman Province, Sudan)

Elsheikh, Fatima Ibrahim Mohammed

Omdurman Islamic University, Sudan

Correspondent: Elsheikh, Fatima Ibrahim Mohammed. Email: zuhooribra@yahoo.com

Abstract

This Study aims at providing information that helps educators as well as parents to choose the proper time to start teaching English, as a foreign language, to Sudanese children. The main question of this study is; what is the effect of learning a foreign language at an early age on the children's mother-tongue achievement? Sub-questions also emerged. Children's learning of English as a foreign language in Sudan comes from different circumstances and their language development follows different paths. There are children who start learning English at kindergarten-level (age four), others start at grade one, basic – level (age six) in private schools , but the majority of the Sudanese children join public schools where they start learning English at grade five (age ten) . In general all these groups come together to sit for the Basic-Level Certificate examinations. Two groups of students (300 from public schools and 150 from the private sector) and sixty Arabic language teachers are selected randomly as study subjects. Two standardized tests in Arabic and English languages and a questionnaire are utilized as data collecting tools. The results revealed a positive effect of learning a foreign language on the children's achievement of their mother tongue. Another finding also emerged as a positive correlation in achievement is noticed between the two languages.

Key words: Learning a foreign language, language achievement, Mother-tongue, government and non-government schools and basic level education in Sudan.

{**Citation:** Elsheikh, Fatima Ibrahim Mohammed. The Effect of Learning a Foreign Language on the Children's Achievement in their Mother - Tongue. (A Case Study of Non-Government Elementary Schools in Greater Omdurman Province, Sudan). American Journal of Research Communication, 2017, Vol5(5): 18-61} www.usa-journals.com, ISSN: 2325-4076.

Introduction

The acquisition of languages other than one's own mother tongue is one of the main characteristic of human nature. For quite a long time people tried to learn each other's languages to widen the opportunities of their communication; in areas of trade, education and entertainment.

At this time, the era of globalization and the tendency of an open scope towards language acquisition, educators need to focus on their students' mastery of the first international language (English). The justification behind conducting this research is, considering learning a foreign language or more beside the national language, creates an interference and inhibition among these languages that affects the learners' achievement of their mother tongue negatively or positively. This consideration came on the lights of the inferences reached by a number of scholars, educationalists and linguists. One of these inferences is that; this interference and influence differ according to the nature of the foreign language and the age or level of education. In addition to the intensity of this language in the curriculum, methodology and whether it is taught as a separate subject or a medium of instruction to other school subjects.

Scholars and English language instructors, more than any others, showed much concern, they used both their time and energy to conduct research concerning this issue. Some of them noticed that the escalation of poor achievement of the standards is clearly detectable in the

results of the basic level certificate exam started in the 1970s this was the time of the introduction of educational ladder in 1970 which reduces the duration of teaching English at the general education level from 8 to 6 years.

On the other hand, people called for the defense of the national language (Arabic) and a lot of voices raised the conflict of dignity, religion and culture been endangered by the increasing concern about English language in the Arab world.

An inhibitory effect may happen when a child is exposed to two different sets of knowledge. In cases of similar structure subjects a positive previous training transfer may happen which disinhibits the newly learned subject AL Mamory, et al, (1984: 97) States that; “in case of languages this theory may work positively.”

Scholars should find out solution to this conflict, the national language and culture should be deeply rooted in children’s lives and practice. English language should find its place as an important knowledge for their education and world communication.

In this research, efforts will be focused on the experience held by the non- government basic schools in Khartoum state where a real practice has already occurred. In most of these schools, they start teaching English at year one classes as a subject while teaching the other subjects in Arabic. Children at that age (age six) are exposed to both standard Arabic and English language at the same time. Results of this thesis may help in taking a correct decision about when to start teaching English.

Experience and general observation indicate that Sudanese educators encounter a great deal of decline in both Arabic and English languages standards. A number of scholars investigated his phenomenon and many found out indicator concerning curricula, methodology, crowded classes, untrained teachers. Others think that one of the languages inhibits the acquisition of the other, so those who think that Arabic is inhabited by learning English at an early age think

that children should be given the chance of studying standard Arabic for four years of formal education before starting learning a foreign language (English).

The authority in the ministry of education followed this theory, and English is introduced at basic level in the government schools at year five (age 10). Psychologists believe that there is a device in the brain that helps learning languages and forming linguistic competence of different languages. This device is more active and effective in children's brains than adults. It is also noticeable that children acquire foreign languages better than their parents when they are all exposed to a foreign language at the same time. This empowers the claim that long duration of teaching English to children helps raising the standards of their linguistic competence in this language.

However Franklin, et al (1983: 98) states that, young children before the age of puberty when exposed to more than one language seem to acquire all languages equally well. This is further reinforced by Krashen, et al, (1983: 183) that children are more successful in acquiring the phonological system of the second language than adults. With all these evidences, people should try to make use of a longer duration of learning English and start teaching it at first year (age 6).

If this were done, would the achievement of the national language (Arabic) be inhibited or disinhibited by the introduction of a foreign language at that age. This study sets out to investigate this problematic area.

The cognitive psychology delves into the internal process by which an individual deals with the complexity of his environment. It also tries to define the resulting cognitive structures that is constructed in the human brain, the ways in which they perceive and conceptualize physical and social world.

Education is one important issue in the human life, so the ultimate goal of the parents, bringing up their children, is to offer them the best chances of schooling. The new trend here

in Khartoum state is sending children to private basic schools among some reasons they want them to be good at English, as these schools start teaching English from year one.

Children at basic non-government schools are put in a cognitive environment, which introduce them to a new social world a foreign language plus the standard form of their mother tongue which may be considered a second language. They are introduced to a statement of bilingualism.

The common observation of the success of this experience invited more and more parents to join it. But is it really successful? Do these children really benefit by acquiring two different sets of linguistic competence equally well?

This study is regarded particularly significant for different reasons. It may be considered a pioneer one in its scope as it focuses on a very important educational and psycho-linguistic problem. The problem which many educators and parents across this country face; when should children start learning a foreign language?

Furthermore, this study derives its magnitude from foreign language's role in modern life and globalization. There is an increasing interest in investigation in child language acquisition. A lot of research focused on the interference of Arabic language in English.

This study is an attempt to investigate negative or positive effects of learning English at an early age in childhood. It is considered consequential for the following reasons:

It is the first attempt to evaluate the experience of non-governmental schools as they introduce English language to class one (age 6). The study is also the first undertaking that investigates a specific aspect that is related bilingualism in children education.

This investigation is one of the primary attempts in Sudan that examines the psycho linguistic claims about children ability to acquire a number of languages equally well at the same time. The study is expected to provide information in areas that have been on focus since the

1960s; the dialogue about putting Arabic language to value in the field of education, and lessening the importance of the foreign languages (English in this case).

This work is also theoretically significant in that it examines claims of the positive effect of training transfer which may happen when children are exposed to two different linguistic systems. The results are supposed either to support these claims or disprove them, in both cases these results will be an addition to the literature in this field.

This study attempts to provide a description of the inhibitory or dis-inhibitory effect that may happen among languages when being taught to children as the same time. By doing this it will shed light on the language learning process. Such information is useful in various ways: to contribute to the growing literature in the field of psycholinguistic in general and child language acquisition in particular. It also aims at providing information that helps educators to choose the proper time to start teaching English as a foreign language at basic school level. It may ultimately help parents who are uncertain of sending their children to governmental or non-governmental schools where English language is introduced in different levels (classes) of school which is scientifically better for their kids.

This study also intends to offer the opportunity for a wide sector of Sudanese children who cannot attend private schools by urging the government to start teaching English from year one if the main hypothesis of the study proves positive. This may invite contribution of non-Arabic speaking scholars to solve similar problems of bilingualism. Finally, the study strives to lay the basic and give justification for new trends in teaching both English and Arabic languages to children at an early age.

The questions of the current study can be summarized as follows: Do the non-government schools' students have lower degrees of achievement in Arabic compared with their counterparts in the government school? Is there any correlation in achievement between Arabic and English languages? Are there any variations in achievement of language based on

the gender factor? What are the opinions of the Arabic language teachers in the non-government schools about their experience with the children who started learning English and Arabic coincidentally?

The researcher hypothesized that; non-government schools' students gain better scores in both Arabic and English languages than their counterparts in government schools. Learning English at an early age has a positive effect on achievement in Arabic language as there is a positive correlation in achievement between the two languages among the study subject. No significant gender variations in language achievement among the study subject.

Arabic language teachers, in the non-governmental schools, from their experience, will recommend the trend of teaching English at the basic level schools from grade one.

This study is set to investigate the effect caused by learning English at an early age, on children's achievement of standard Arabic. It is centered on the children whose mother tongue is the Sudanese dialect of Arabic used in central Sudan especially in Khartoum state. The standard form of Arabic language is considered a second language as it is a variety of language that is relatively new to pre-school Sudanese children especially the written form of it.

Sudanese children who are originally members of an Arabic speaking community which used a colloquial Arabic are introduced to two different languages; standard Arabic as a second language and English as a foreign language the scope of this study is the children at basic non-government schools from year one (age 6) to year eight (age 14) and how they acquire two linguistic systems starting at the same time.

Non-government schools' students in Greater Omdurman Province and especially those who learn English at first year are the entire population of this study. Both Arabic and English languages will be tested in the course of the study period of time. The target groups of this study are the children at non-government schools in Greater Omdurman Province. The study

limits its investigations to schools that teach English as a separate subject. Schools that use English as a medium of instruction in teaching other subjects of the curricula are excluded. Children with learning disabilities problems are not of this study's concern. The children whose mother-tongue is not Arabic language especially those who face problems in Arabic language acquisition are also excluded as the tests results in Arabic achievement may affect the hypotheses testing.

One can have two or more native languages, thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily the order of proficiency. For instance, a French-speaking couple might have a daughter who learned French first, then English; but if she grew up in the United States, she is likely to become more proficient in English. Al-Mamory, et al, (1994:98) defined mother tongue as: "the language which a human being acquires since birth, so it becomes the first language that he uses naturally as a tool of thinking and daily communication". A second language (L2) is any language learned after the first language or mother tongue (L1). Some languages, often called auxiliary languages, are used primarily as second languages or lingua-franca.

It is quite possible that the first language a person learns may no longer be their dominant language, that is, the one he or she uses most or the one with which he or she is most comfortable in. For example, the Canadian census defines first language for its purposes as "the first language learned in childhood and still spoken", recognizing that for some, the earliest language may be lost, a process known as language attrition. This can happen when young children move, with or without their family (because of immigration or international adoption), to a new language environment.

According to some researchers, the defining difference between a first language (L1) and a second language (L2) is the age at which the language was learned. For example, the linguist Eric Lenneberg used second language to mean a language consciously acquired or used by its

speaker after puberty. In most cases, people never achieve the same level of fluency and comprehension in their second languages as in their first language. These views are closely associated with the Critical Period Hypothesis.

In acquiring an L2, Hyltenstam, et al, (2003: 30) found that around the age of 6 and 7 seemed to be a cut-off point for bilinguals to achieve native-like proficiency. After that age, L2 learners could get near-native-likeness but their language would, while consisting of very few actual errors, have enough errors that would set them apart from the L1 group. The inability of some of the subjects to achieve native-like proficiency must be seen in relation to the age of onset. Hyltenstam, (ibid: 364) states that:

“The age of 6 or 8 does seem to be an important period in distinguishing between near-native and native-like ultimate attainment... More specifically, it may be suggested that AO interacts with frequency and intensity of language use”.

Later, they modified their age cut-offs to argue that after childhood, in general, it becomes more and more difficult to acquire native-likeness, but that there is no cut-off point in particular. Furthermore, they discuss a number of cases where a native-like L2 was acquired during adulthood. Al-Mamory, (Ibid) define second language as: “a language which a person learns at his civilized environment after acquiring his mother tongue. And is used in his / her daily life" In pedagogy, a distinction is often made between 'second language' and foreign language, the latter being learned for use in an area where that language is not generally spoken. Arguably, English in countries such as India, the Scandinavian countries, and the Netherlands can be considered a second language for many of its speakers, because they learn it young, speak it fluently, and use it constantly. Al-Mamory, (Ibid) defines foreign language as: “the language which a human being learns within an educational situation with few opportunities for usage."

The national language can be an L2 that has an organic relation and functional integration with the mother tongue. This is what the linguists call “dualingual”. The case which characterizes the Arabic language as it has two forms, with important linguistics differences: The spoken form which is used in all fields of daily communication in one hand and the written form which is used as a medium of instruction in teaching, administration, religion, literature, folklore and mass-media.

How children acquire native language and the relevance of this to foreign language (FL) learning has long been debated. Although evidence for FL learning ability declining with age is controversial, a common notion is that children learn L2s easily and older learners rarely achieve fluency. This assumption stems from ‘critical period’ (CP) ideas. A CP was popularized by Lenneberg, (1967) for L1 acquisition, but considerable interest now surrounds age effects on second language acquisition (SLA). SLA theories explain learning processes and suggest causal factors for a possible CP for SLA, mainly attempting to explain apparent differences in language aptitudes of children and adults by distinct learning routes, and clarifying them through psychological mechanisms. Research explores these ideas and hypotheses, but results are varied: some demonstrate pre-pubescent children acquire language easily, and some that older learners have the advantage, and yet others focus on existence of a CP for SLA. Recent studies have recognized that certain aspects of SLA may be affected by age, though others remain intact. The objective of this study is to investigate whether capacity for vocabulary acquisition decreases with age.

A review of SLA theories and their explanations for age-related differences is necessary before considering empirical studies. The most reductionist theories are those of Lenneberg, (ibid), which stem from L1 and brain damage studies; children who suffer impairment before puberty typically recover and (re-) develop normal language, whereas adults rarely recover fully, and often do not regain verbal abilities beyond the point reached five months after

impairment. Both theories agree that children have a neurological advantage in learning languages, and that puberty correlates with a turning point in ability. They assert that language acquisition occurs primarily, possibly exclusively, during childhood as the brain loses plasticity after a certain age. It then becomes rigid and fixed, and loses the ability for adaptation and reorganization, rendering language (re-)learning difficult. Results showed a linear decline in performance with increasing age of exposure; those exposed to ASL from birth performed best, and 'late learners' worst, on all production and comprehension tests. Their study thus provides direct evidence for language learning ability decreasing with age.

Other work has challenged the biological approach; Krashen, (1975) reanalyzed clinical data used as evidence and concluded cerebral specialization occurs much earlier than Lenneberg calculated. Therefore, if a CP exists, it does not coincide with lateralization.

Although it does not describe an optimal age for SLA, the theory implies that younger children can learn languages more easily than older learners, as adults must reactivate principles developed during L1 learning and forge an SLA path: children can learn several languages simultaneously as long as the principles are still active and they are exposed to sufficient language samples.

Materials and Methods

This study can be defined descriptive as it mainly derives its data by processes of observation, testing, questioning and recording results. It is also considered a cross – sectional one as it is dealing with child language development across a wide sector of basic – level schools. Children in government and non-government eighth grade, in the year 2008, are put under investigations to check and measure their language achievement in both English and Arabic languages. As more and more Sudanese children enter early childhood education programs with limited proficiency in Arabic and a new language to learn (English), it

becomes important for caregivers to assess their language development and report results. Assessment of language achievement among basic-level school children for this study is designed to be taken from the results of the rehearsal exam ran in January 2008 (eighth grade students).

Children's learning of English as a foreign language in Sudan comes from different circumstances and their language development follows different paths. There are children who start learning English at kindergarten-level (age four), others start at grade one, basic – level (age six), and the majority of the Sudanese children start to learn English language at grade five (age ten). In general all these groups come together to sit for the Basic-Level Certificate examinations

In the ongoing study the accessible population is the eighth grade students in the basic-level schools in the Greater Omdurman province. The students who are sitting the Basic – level certificate in March 2008.

The target group of the study is the students of non-government school. There are a number of students chosen from the government sector also in Greater Omdurman province as a controlling group to compare their performance to the target group. The total number of the target group is; three thousands - two hundred and twenty-six students distributed in two hundreds and fifty-two schools.

In this study, the researcher used a multi-stage sampling to choose the appropriate sample needed. The first stage the researcher used is the stratified purposive sampling procedure to identify the area of the entire population of the study.

Greater Omdurman Province was selected from the three towns of the capital area 'Khartoum' which is a wide stratum as there are thousands of basic level schools. In all three towns; Khartoum, Khartoum North and Omdurman almost a similar body of population is found. Omdurman is purposively chosen because it represents the capital area in the number

and quality of schools. It is found that almost all the non-government educational institutions have branches in Omdurman. In addition to that, the researcher has field experience in Omdurman as a former school - mistress at the intermediate level. This fact helps to invite contribution and co-operation from the basic level working staff, teachers, principals as well as administrators.

The second stage procedure used in this study is the stratified random correlative sampling. This is used to choose schools from the three localities and the subjects of the study who are chosen correlatively from government schools a controlling group, and the non-government the target group.

The sample of this study as mentioned before is of a correlative nature. The students who are chosen as subjects; to this study are from two educational sectors; public and private. The sample from the public (government) schools works as a controlling group; while the private (non-government) schools students is the target group. The reason for correlation is that these two groups cannot be compared randomly. It is well known that private institutions have the opportunity of having big amounts of logistic funds. This gives them an advantage over so many government schools. Keeping in mind this fact, four schools are selected from each of Omdurman and Karari localities, while two schools are chosen from Ombada. These schools are supposed to be the top ten schools in Greater Omdurman Province in the government sector. Most of them are well equipped with facilities such as wide comfortable classes, seats, availability of books and audio-visual aids and a considerable number of trained teachers. From these ten schools a number of 300 students selected randomly, 150 girls and 150 boys. From the non-government schools 150 students are also chosen randomly from ten schools. In addition, the number of non-government schools students is divided equally in two on gender basis. Another sample is also selected from among the working staff to answer the questionnaire of the study. The Arabic language teachers at the non-government schools are

subjected to aid testing the results of the students' scores in the tests. 90 teachers are selected randomly from the number of about two hundred and fifty – four. Thirty of them worked as a pilot group to the study questions.

In this research, two kinds of instruments are used working hand in hand to test its hypotheses. Two achievement tests in both Arabic and English languages will be used to measure the two main variables of the study. Both tests are constructed by the General Administration of Basic level Education in the Ministry of Education in Khartoum State. Specialists in curricula and testing are asked to prepare the rehearsal examinations in all school subjects. The basic schools all over the state run these exams to prepare candidates for the final examinations. The researcher took the decision of using these exams as measuring tools, to test the actual achievement of the study subjects. In fact, on the theoretical level, this is how students' achievement is usually measured. After been convinced by experts in Khartoum State Ministry of Education, the researcher used the Arabic and English language exams as the main instruments for data collection in this study.

The Arabic language test is used to measure study sample's achievement in Arabic to compare the government and non-government students, performance in this language. It is a standardized test, it consist five main questions; silent reading, literature, grammar, dictation and composition, these are the main five areas required by the examiners. The aural–oral skills are not at all tested by the authority of education at this level. The total marks of the test are fifty. The test value of achievement is decided to be thirty–seven point five (37.5), which equals seventy five percent (75%). This value is confirmed after meetings and discussions with experts teachers' administrators and the assessment department in the Ministry of Education. As the term 'achievement' means to accomplish a certain thing successfully and with hard work, the interpretation to this is that the test value of achievement should be at the

least at the level of very good, so (75%) is a fair test value to measure the students' achievement in the test.

The English Language Test is meant for the purpose of comparison between the subjects of the study from in both sectors. As it is a standardized test been done by both government and non-government schools it will be a good tool of measurement. The test consists of twelve questions testing the language areas of silent reading, composition, grammar and vocabulary. Again, no testing to the aural – oral skills, the authority of education stated that this is due to the lack of facilities like tape recorders and other aids.

The total marks of the test are forty. The test value decided (as mentioned in Arabic test - value) to be seventy–five percent (75%) that is thirty out of forty – (30).

The questionnaire is also conducted to measure the main study variables; the independent variable; Learning English as foreign language, and the dependent one, its effect on the mother tongue achievement, so it is divided into two parts. Part one to measure the effect of the external factors that may affect achievement in Arabic. Part two to test how the foreign language and the mother tongue may interact.

The face and content validity of the questionnaire for the sake of the face and content validity, the researcher has followed certain procedures to obtain both. As for the face validity the researcher prepared the version of the questionnaire and showed it to experts and university professors, specialists in Arabic language, statistics and testing. In the lights of their comments much re-wording and mending have been made. Most of experts suggested that the Questionnaire wording should be clear, simple and direct; these comments are taken in consideration

To strengthen the validity of the final version of the questionnaire, a pilot run of it is necessary for re-wording ambiguous or poorly worded items and to eliminate unsuitable items or add others. Also it is necessary to ensure that all the items of the questionnaire are

eligible to the subjects of the study. The main purpose of the pilot run is to test the validity and reliability of the questionnaire.

For the content validity of the questionnaire, it is first distributed to ten Arabic language teachers and inspectors. These experts are asked to give their comments and suggestions as to any modification, deletion of, or addition to its items. None of them has suggested any of the above or presented any comments. The absence of such comments is regarded as an indication of the content validity of the questionnaire.

Thirty copies of the questionnaire are distributed to thirty subjects selected randomly from the study population. After collecting their responses, it is founded that they all ensured and their contribution is complete. These responses are computed and statistically analyzed using (The social sciences statistics tally (Version II) to ensure the internal validity questionnaire.

The questionnaire of this study is divided into two parts. Part one consists of seven items. This part is designed to measure the external factors that may affect students' achievement of their mother tongue. Part two consists five items. This part is meant to measure the teachers' opinions, from field experience, about the impact of teaching English, in their schools, to first year students. And what is the effect of it on the achievement of the Arabic language they teach.

Consequently, in its final form, the questionnaire consists of twelve items with a 3-point scale of frequencies which are given values of three, two and one respectively.

Then the final version of the questionnaire was carefully typed (in Arabic) photocopied, and distributed to the selected sample as mentioned.

For the analysis of the data obtained by the standardized tests in Arabic and English languages, and the non-government Arabic language teachers' questionnaire, a number of steps are followed:

One sample T-test is used to find out each group achievement in Arabic language according to their test scores. (N=300) from government schools and (N=150) from the non-government schools. The test value used for achievement in Arabic is (Test value = 37.5). This equals (75%). The same method is applied to check the achievement of each group in English. Subjects (N=300) from the government schools and (N=150) from the non-government schools. The test value of the English test is 30 (T-value=30), which equals 75%.

To test the correlation between English and Arabic languages achievement within each group, the researcher used Pearson correlation coefficient method. The T-test group statistics is used to measure the two groups' achievement in both languages.

The researcher used the Independent Samples Test. T-test to find out the differences between the two groups in both languages. The independent two samples test is also used to find, if any, variances between male and female students' achievement in both languages.

The procedure used to analyze the questionnaire's two parts is the one sample test. T-test method is applied to each item of the questionnaire. The critical value or the cut point of each item and accordingly the means, the standard deviation and the (T) value are calculated. The items of the questionnaire are correlated individually with the three categories (always, sometimes and rarely). Each item in the two parts of the questionnaire are presented and analyzed according to the calculated (T) with the (N-1) degree of freedom.

The test value is the nearest cut point to the sample mean. In this way, all the sample means are evaluated and the results of the statistical inferences of the items are given the final evaluation of the hypotheses they measure.

Results and Discussion

The students achievement in Arabic language is measured by the standardized test; a test value is pointed to be (37.50) marks over (50) the total mark. Standards at or over this value

are considered as at the degree of Arabic language achievement. In the following table, the one sample test is used to measure the government and non-government schools' eight grade students achievement in Arabic.

Table (1): One Sample T–Test Results of Arabic language Achievements among study subjects

Subject	School	Mean	Std deviation	Test value	df	t	Prop. (1-tailed)
Arabic	Government	37.38	7.77	37.5	299	-0.275	0.784
	Non-government	40.07	6.56	37.5	149	4.807	0.01

The calculated (t) in the table (1) is -0.275 with degree of freedom 299 and a one tailed probable value 0784. As stated above the significance should range from 0.00 to 0.05 any value that exceeds that number is considered insignificant. Accordingly these results shows that the standard of students achievement in Arabic at the government. Schools are insignificant. This inference can be ensured if the mean of the scores (37.38) is compared to test value (37.50). This statistic inference leads to the fact that the government schools students are under the level of achievement in Arabic language.

Non-government Schools' Students Scores in Arabic table (1) the calculated (t) is 4.807 with the degree of freedom 149 and probable value 0.01, which means that the achievement of the non-government schools' students' scores have a significant value.

When the mean (40.07) is compared to the test value of achievement 37.5 it is clear that the eight-grade students at the non-government schools are over the standard point of achievement in Arabic. The total inference of table (1) is that the non-government-schools' students have a better degree of achievement in Arabic than their counterparts in the government schools.

To measure the degree of achievement of the subjects of the study in the English language the researcher used the standardized test Appendix (B). When the scores of the students in both groups is calculated using the one-sample T-test the following results are gained.

Table (2): One Sample T-Test Results of English Language Achievement among the Study Subjects

Subject	School	Mean	Std Deviation	Test Value	DF	T Value	Prop. (1-Tailed)
English Language	Government	26.01	8.06	30	299	-8.582	0.01
	Non-government	32.20	5.32		149	5.063	0.01

As illustrated by table (2) the calculated (t) value is -8.582 with degree of freedom 299 is significant at 0.01. The inference of this result is that the government-schools' students have a lower degree of achievement in English language at the 0.01 probable value. When the mean of scores (26.01) is compared to the test value of achievement (30) the result ensures the above inference.

From table (2) the calculated (t) equals 5.063 with degree of freedom 149 and probable value 0.01, which shows that the non-government schools students have a high level of achievement in English language. This fact is also ensured by the comparison between the mean of the students' scores (32.20) and the achievement test value (30).

The final analysis of the results of table (2) is that the non-government schools' eight-grade students have a better degree of achievement in English than the government-schools' students.

To strengthen the results of table (1) the researcher used the independent samples t-test to measure the differences between the government and non-government schools' students in Arabic language achievement. The following tables show the results.

Table (3): T-Test Results of Two Independent Groups’ Means Differences in Arabic Achievement

Independent Samples	Mean	S. D	df	t Value	Prop.	Statistic Inference
Government schools	37.38	7.77	448	-3.860	0.01	Significant Differences for Non-government schools
Non-government schools	40.07	6.56				

As shown in table (3) the calculated (t) value is -3.860 with degree of freedom 448 and probable value 0.01. This result means that there is a significant statistic differences in Arabic achievement between the two samples of the study for the non-government schools’ students. This inference ensures the results obtained by table (1) which says that the non-government schools’ students have a better degree of achievement in Arabic language than the government schools’ students.

The researcher applied the Independent samples T-test to find out the mean differences between the two groups of the study in English language achievement. This test as done before is meant to strengthen the results of the one-sample t-test table (2). The following table illustrates the results.

Table (4): The Independent Sample T-Test Results of means differences in English Achievement among the Study Samples

Independent Samples	Mean	S. D	df	t Value	Prop.	Statistic Inferences
Government Schools	26.01	8.06	448	-9.728	0.01	Significant Differences For Non-government schools
Non-government Schools	32.20	5.32				

With reference to table (4) the calculated (t) is -3.860 with degree of freedom 448 and probable value 0.01. The statistic inference of this result is that there are significant differences for the non-government schools. This means that the non-government schools eight-grade students have a higher degree of achievement in English language than their counterparts in the government schools.

To find out if there is any significant correlation between achievement in Arabic and English languages, the researcher applied Pearson’s equation of correlation coefficient. The two groups of the study are dealt with separately in accordance to the subjects’ achievement in both languages, and both groups’ achievement in the two languages are treated together. The following table shows the results.

Table (5): Pearson Correlation Coefficient between Achievement of Study subjects in Arabic and English Languages

School	Pearson Correlation Coefficient	N	Prop.	Statistic Inferences
Government Schools	0.370**	300	0.01	Significant + Correlation
Non-government Schools	0.584**	150	0.01	
Both	0.693**	450	0.01	

(** means that, the value is significant at 0.000.)

As can be noticed in table (5) the calculated (t) is 0.693 with degree of freedom 450 and probable value 0.01 the statistic inference is that there is a significant positive correlation between achievement in Arabic and English languages. To sum the results of table (5), in all steps of calculating and analyzing the relationship between achievement in Arabic and English languages it is found that these language interrelated positively. And that students have similar standards in these language, which means that one language strengthen the

acquisition of the other. Also, students who have problems in the learning skills of their mother tongue face the same problems with the foreign language.

Table (6): T-Test Results of Independent-Samples for Gender Variations in Arabic Language (mother tongue) Achievement

Schools	Gender	Mean	S. D	DF	T Value	Prop. Value	Statistic Inferences
Government Schools	Boys	36.15	7.98	298	-3.567	0.000	Significant Differences For Girls
	Girls	39.27	7.17				
Non-government Schools	Boys	37.43	5.62	148	-5.389	0.000	Significant Differences For Girls
	Girls	42.72	6.39				

As shown in table (6) the calculated (t) is -3.567 with degree of freedom 298 and probable value 0.000. The statistic inference is that the result is significant for the girls, which means that the girls in the government schools gained better degrees of achievement in Arabic language than the boys.

From table (6) it is clear that the calculated (t) for differences in Arabic language achievement between boys and girls is -5.389 with degree of freedom 148 and probable value 0.000. The inference is there are significant differences for girls. The result analysis shows that girls achieved better results than boys significant at 0.01 level.

Table (7): T-test results of Independent Samples for Gender variations in English Language Achievement

Schools	Gender	Mean	S. D	DF	T Value	Prop. Value	Statistic Inferences
Government Schools	Female	26.73	8.81	298	1.565	0.119	No Significant Differences
	Male	26.28	7.19				
Non-government Schools	Female	32.04	5.62	148	-0.367	0.714	No Significant Differences
	Male	32.36	6.02				

In table (7), the calculated (t) value is 1.565 with degree of freedom 298 and probable value 0.119 the statistic inference says that there is no significant differences in English language achievement between boys and girls in the government schools.

Looking at the above table, the calculated (t) value is -0.367 with degree of freedom 148 and a probable value 0.714. This means that there are no statistically significant differences between the boys and girls in English language achievement in the non-government schools.

The final justification of results of table (4-7) is that, girls gained a better degree of achievement in Arabic language (mother tongue) than boys, in both government and non-government schools. Whereas; no significant differences are found in the standards of students on gender basis in both groups in English language.

The Arabic Language Teachers' Questionnaire:

The Arabic teachers' questionnaire is divided into three parts to check different factors that may affect students' achievement in Arabic language; external factors , teachers' opinions on starting teaching English at grade one of the elementary level.

A. Part one:

The researcher applied the one sample T-test to judge the distinctive features of the external factors that may affect eight-grade students’ achievement in Arabic language.

The flowing table shows the statistical analysis:

Table (4-8) one Sample T-test Results of the external Factors Effect on the students Achievement in Arabic Language

Statement	Theoretical Value = 2					
	Mean	S. D	df	t Value	Prop. value	Statistic Inferences
I am satisfied with my students standard in Arabic	1.58	0.50	49	-5.956	0.01	Rarely
Insufficient teachers' training leads to weakness in achievement in Arabic	1.06	0.24	49	27.707	0.01	Always
Lack of school books educational Aids leads to weakness in achievement in Arabic	2.92	0.27	49	23.738	0.01	Always
Improper seating creates distraction in the educational environment which weakness students' achievement.	2.96	0.20	49	34.293	0.01	Always
Weakness of curriculum leads to weakness in achievement	2.94	0.24	49	27.707	0.01	Always
The lows-living standards of teachers causes discontent with the job which negatively affects students achievement	2.52	0.68	49	5.429	0.01	Sometimes
Un stable family status negatively affects students' achievement.	2.88	0.33	49	18.956	0.01	Always

1- Presentation: and Analysis

(I am satisfied with my students' standard in Arabic)

The calculated (t) is -5.956 with degree of freedom 49 and probable value 0.01 which means that Arabic language teachers rarely feel satisfied with their student’s achievement. So, the statement is significant at 0.01 levels.

2. Presentation and Analysis of; (In sufficient teachers training leads to weakness in achievement in Arabic)

As shown in table (4.8) the calculated T-value 0.01 the statistical inference is (Always). This means that insufficient teachers' training leads to weakness in Arabic language achievement among their students. Thus, the statement is significant at 0.01 levels.

3. In regard to (Lack of schoolbooks and educational aids leads to weakness in achievement in Arabic).

The calculated (t) is 23.738 with degree of freedom 49, and probable value 0.01, the statistic inference is (always). Therefore, lack of school books and educational aids also play a role in wreaking the students' achievement in Arabic.

4. The presentation and analysis of the statement; (improper seating creates distraction in the educational environment, which weakens students' achievement).

From table (4-8) the calculated T-value is 34.293 with degree of freedom 49, and probable value 0.01, the statistic inference (always). This clearly indicates that the improper seating and environment achievement in Arabic.

5. The presentation and analysis of the statement (weakness of curriculum leads to weakness in achievement).

Looking at table (4.8) shows that the calculated (t) is 27.707 with degree of freedom 49 and probable value 0.01, the inference is (always), consequently, weakness in curriculum leads to weakness in achievement. This statement is significant at 0.01.

6. The presentation and analysis of the statement; (The teachers' low-living standards causes discontent with the job which negatively affects students' achievement).

With reference to table (4.8) the calculated (t) is 5.429 with degree of freedom 49 and probable value 0.01. The inference is (Sometimes) which explains that the low standards of living

sometimes creates discontent with the job which is reflected on teachers performance and affects the students achievement. This statement is significant at 0.01 levels.

7. The presentation and analysis of the statement; (Unstable family status negatively affects students’ achievement).

The calculated (t) is 18.956 with degree freedom 49 and probable value 0.01. The inference is (always) which means that unstable family status negatively affects students’ achievement. This statement is significant at 0.01 levels.

Table (9): One Sample T-Test Results of the Effects of Learning English at Grade One on Students Achievement in Arabic Language

Statement	Theoretical Value = 2				Prop. value
	Mean	S. D	DF	T Value	
1. Teaching English at first grade weakens students’ achievement in Arabic language learning	1.06	0.24	49	-27.707	0.01
2. English confuses children’s acquisition of the basic skills of Arabic	1.14	0.35	49	-17.349	0.01
3. Learning English expands children’s ability in language acquisition in general, hence improves their achievement in Arabic	2.88	0.33	49	18.956	0.01
4. In the field of my profession as a class supervisor, I noticed a positive correlation between students’ standards in English and Arabic language	2.82	0.44	49	12.949	0.01

Depending on the results presented in table (4-9). The items of part two of the questionnaire can be discussed as follows:

1. Learning English at first grade weakens students’ achievement in Arabic language.

The calculated T-value to the statement is -27.707 with degree of freedom 49 and probable value 0.01. This means that learning English from grade one doesn’t weaken students’ achievement in Arabic language and the statement is significant at 0.01 level.

2. Learning English confuses children's acquisition of the basic skills of Arabic language.

From the table above the calculated T-value of item two is -17.349 with degree of freedom 49 and probable value 0.01. The conclusion is that learning English in an early stage doesn't confuse the children's acquisition of the basic skills of Arabic language. Thus, the statement is significant at 0.01 level.

3. Learning English expands children's ability in language acquisition in general, hence improves their achievement in Arabic.

With regard to table (4-9) above, the calculated T-value is 18.956, with degree of freedom 49 and probable value 0.01, which indicates that learning English expands children's ability in language acquisition and improves their achievement in Arabic language. So, the statement is significant at 0.01 levels.

4. In the field of my profession as a class supervisor, I noticed a positive correlation between students' standards in English and Arabic languages.

As shown in table (4-9) above, the calculated T. value is 12.949 with degree of freedom 49 and probable degree 0.01. That means that the teachers who supervise classes always notice a positive correlation between the students' standards in English and Arabic languages, that is to say the achievement in English language is always associated with remarkable improvement in Arabic language. The statement is significant at 0.01 level.

C. Part Three of the Questionnaire:

The questionnaire subjects' opinions about starting teaching English language at first grade.

Table (10): One sample T-test results of teachers’ opinions about starting teaching English from grade one

Statement	Theoretical Value = 2				Prop. value
	Mean	S. D	df	t Value	
From personal experience in teaching at the Arabic level, I recommend starting teaching English from the first class in all schools to generalize the benefit in the two languages.	2.90	0.36	49	17.473	0.01

Referring to the above table, the calculated T. value is 17.473 with degree of freedom 49 and probable value 0.01 which means that the teachers at Arabic language at the basic level, from their personal experience, strongly recommend starting teaching English from grade one in all schools and the statement is significant at 0.01 level.

4.3. Testing the Study Hypotheses

This study proposed to investigate the relationship between learning of foreign language at an early age, and the possible positive or negative effects in achievement of the students’ mother tongue.

To fulfill the objectives of this study, the researcher composed five questions raised by its problem considering the two main variables and the related sub-variables. Accordingly the researcher has hypothesized answers to these questions as stated in chapter one. Hereby, the five hypotheses of the study will be reviewed individually against the results obtained by the data analysis and discussion.

1. The First Hypothesis

(The non-government schools’ students, have better degree of achievement in both languages (Arabic and English) than their counterparts in the government schools.)

The measurement used to test this hypothesis is derived from the achievement tests scores in Arabic and English languages. The achievement value is agreed to be as 75% of the total

mark as stated and justified in chapter three. Hence, the results of the statistical analysis and discussions of tables (4-1) and (4-2) will be detailed:

With reference to table (4-1) the mean value of the non-government students' achievement in Arabic is 40.07 when it is 37.08 for the government students. The test value is 37.5. The final statistic inference shows that the non-government schools students are significantly better than their colleagues at the government schools.

Likewise, in table (4-2), the English test results; the mean value of achievement of the private schools students is 32.20 while it is 26.01 for the public schools' students. Bearing in mind that the test value is 30.0, the private eight year students are far better than the public schools students in English languages achievement.

To sum up, the results shows that the students who started learning English at grade one in basic level, gained better scores than those who started at grade five. The interpretation to this is that, the non-government schools' students benefited from the long duration of learning English. Also, these students start learning a foreign language within critical period in which a child's languages Acquisition devise its peak. These facts explain the results in English language. As for the Arabic language, it is noticed that, on the contrary to the old believe that learning a foreign language before the master of the child's mother tongue debilitates their achievement in it, Theses children got better scores in Arabic. Consequently, the first hypothesis is proved correct as it matches with the results discussion of the statistic analysis of tables (4-1) and (4-2).

2. The Second Hypothesis

(Learning English at an early age has a positive effect on achievement in Arabic language, as there is a positive correlation in achievement between Arabic and English l languages among the study subjects.)

To test this hypothesis two kinds of instruments are used; the student's tests and the Arabic language teachers' questionnaire. To test the first part of this hypothesis; (learning English at an early age has a positive effect on achievement in Arabic language), part two of the questionnaire will be referred to. The results derived from table (4-9) will be shown here after. The teachers responses to the statement; (Learning English at first grade weakens students' achievement in Arabic.) was -27.707 with is significantly (No).

Again the teachers here gave s strong negative answer to the statement (learning English confuses children's acquisition of the basic skills of Arabic.), as the result is (-17.349). This result says that English does not affect student's acquisition in Arabic.

The third statement of part two at the questionnaire table (4-9) goes; (learning English expands children's ability in language acquisition in general, hence improves their achievement in Arabic.). The teachers respond with (yes) at 18.956 T-test values to the above statement. This result also ensures the idea that there is a positive effect of learning English on achievement in Arabic.

All three statements in table (4-9) defined the first part of the above hypothesis and prove it correct.

The results of the fourth statement which goes; (In the field of my profession, as a class supervisor, I noticed a positive correlation between students standards in English and Arabic languages.), supports the last part of the second hypothesis. To this statement the T-vale is 12.949 thus, the teachers who supervised classes work notice that whenever a child got a good score in one language they got relevantly good standards in the other and vise versa. What resulted from this is that, appositve correlation links achievement in Arabic and English languages, and consequently it can be said that students benefit from learning English on early age, which prongs a positive effect on achievement in Arabic.

The scores of the students in the Arabic and English tests are correlated using Pearson correlation coefficient. Table (4-5), shows that the correlation coefficient between the two languages of the government schools' students equals 0.730.

The non-government students equals 0.584 and for both groups together 0.693. The three values are significant at 0.01 level, therefore the result is that in all three cases there is a positive correlation in achievement between Arabic and English languages.

The conclusion to the above discussion is that, learning English at an early age has a positive correlation in achievement between the two languages are noticed. This fact strengthens the above and proves hypothesis it correct.

3. The Third Hypothesis

(There are external factors that may affect the students' achievement in Arabic language.)

To test the above hypothesis the researcher designed the first part of the questionnaire. This part is set to judge the distinctive features of the external factors that may affect the eight-grade students' achievement in Arabic language.

In this part of the questionnaire, the first statement is contracted to check the teacher's satisfaction with the standards of their students in Arabic. The results show that the subjects of this questionnaire are rarely satisfied. Although, the results of the previous hypothesis show that the non-government students' achievement in Arabic is better than the government schools' students, but their teachers feel that more can be done to raise the standard. Likewise, the external factors, through been under control to a far extent in the private sector, there is always a negative or positive impact of some of them on the children's' achievement.

To the second item of part two of the questionnaire which is (Insufficient teachers training leads to weakness in teaching which has a positive impact on students achievement in Arabic.). The responses of the teachers, as statistically analyze resulted in an (always). The statement is significant at 0.01, which means that the subjects most of whom are trained

teacher admitted that statement is absolutely correct. This is one of the external factors that the above hypothesis refer as may affect the children's achievement in Arabic.

The Third item goes (Lack of schoolbook and educational aids leads to weakness in achievement in Arabic). As shown in table (4-8) the statistical inference is (always) at a high level of significance this means that most of this part of the study agree to above statement.

On the other hand as books and the teaching aids are serious affecting factors an the teaching learning processes, the above hypothesis is proved correct to this point.

Statement No. four reads (improper seating creates distractions in the educational environment, which weakens students' achievement.). With reference to table (4-8) most of the teachers subjected to this questionnaire responded with (always) as the statistics show.

The appearance of such a high level of agreement proves that 'seating' , which is an external educational factors affects teaching, learning and eventually achievement. So the fourth hypothesis is again proved correct.

The fifth statement of the questionnaire runs as follows (weaknesses in curriculum leads to weakness in achievement in Arabic language). The statistical analysis and discussion to this statement come to the result that; this item is significantly accepted by the subjects. Such acceptance proves that the above hypothesis is correct as the curriculum is considered one of the most important external factors affecting students achievement in any of the school subjects they are doing.

Regarding statement No. 6 in this part (low living standards teachers causes discontentment with the job, which negatively affects students, achievement).

The analysis and discussion to this statement shows that teachers' "sometimes" result in bad teaching and consequently low levels of achievement. As sometimes is a medium level of significance. This factor is considered not "always" an affecting one, and accordingly third hypothesis is partially correct to this point.

The seventh and last item of this part of the questionnaire reads as: (Unable family status negatively affects students' achievement).

As noticed in table (4-8) the statistical inference is "always". So, the subjects of the study questionnaire agree to the above statement which matches the hypothesis that external factors affect children's achievement and proves it correct.

Eventually, after tracing back the results of table (4-8), which presents the statistical analysis of part two of the questionnaire; the following interpretation is gained.

Five of the six external factors that may affect the student's achievement in Arabic language got the statistical inference "always". These items concerning; teachers training, availability of books and other aids, students seating, curriculum and family status are all agreed to by the subjects.

As for the sixth item, which concerns the teachers living situation, the result may be deceiving as the non-government schools teachers are relatively well paid.

To sum up, the third hypothesis is to a very high degree proved correct by the items of part two of the questionnaire which investigate the external factors' effect on students' Arabic language achievement.

4. The Fourth Hypothesis

(No significant Gender Variations in Language Achievement among the Study Subjects):

The instruments utilized to measure this hypothesis are the two Arabic and English tests done by both males and females students. As the participants of this study are embarking on the same courses, the same curriculum and the same final examinations, the researcher found it a good chance to check on the gender variation issue. To assess the differences in performance between girls and boys who joined in the run of this study, the researcher divided the numbers of the subjects evenly on basis of gender. So, seventy five girls from the private

sector and a hundred and fifty from the public schools, and the same number of boys are set under investigations.

The independent samples T-Test is used to compare outcome of the test results of the two groups. The results shown in table (4-6) say that the female students achieved significant better results in Arabic language (mother tongue) than the males. This result is true for both sectors; government and non-government.

Referring to table (4-7), no gender variations in English language achievement among the study subjects was noticed. According to the results obtained and presented in this table the students achieved almost the same scores in English (The foreign language).

Testing the above hypothesis against these results, this hypothesis is partially incorrect, as there are language gender variations in the mother tongue, and no variations in the foreign language achievement.

5. The Fifth Hypothesis

(Arabic Language researchers, from field experience, will recommend the end of teaching English at the basic level, from grade one).

Part three of the questionnaire is utilized to measure the above hypothesis. This part is set to judge the Arabic language teachers' opinions about starting teaching English at the first grade of the basic level. Table (4-10) shows the one sample T-Test results of the following statement:

“From personal experience in teaching at the basic level, I recommended starting teaching English from the first class in all schools to generalize the benefits in the two languages”.

Analyses show that the responses of the teachers “always” agree to the above statement and it is significant at level 0.01.

The Arabic language teachers, who are subjected to the investigations of this study, are well trained and equipped (as clear from the personal information on the top of the questionnaire).

Recommendation from such teachers reveals that the hypothesis is correct.

The results of this study suit Toto, (2007: 6-13) doctrine as it prove that the children who started learning of a foreign language at age six acquired it better than those who start learning it lately. The results also strengthen Chomsky, (1968) theories about the innateness of the mother-tongue. As the population of this study consist of children who are exposed to two sets of linguistic knowledge ‘ Arabic and English’ the teachers’ questionnaires results ensure the fact that no confusion and no debilitation is noticed in this practice, as children acquired both languages..

Findings

The potential justification behind conducting this research is over growing worry among scholars, English language instructors as well as parents about the very fast deterioration in the standards of English among students. Many research works were done investigating weaknesses in all aspect of language; reading, writing, listening and speaking. A real deficiency was spotted in each of the language skills among learners.

Many previous studies suggested that the new educational leader is one of the obvious causes of this problem. English was, started at grade five more or less; it has been the case since the independence. In view or recent research about child language acquisition, which ensure the ability of children to acquire any number of languages, they are exposed to, fairly well the researcher picked the first idea of this study. Why not start teaching English to children as earlier as grade one? Contrasting this, is the doctrine which claims that learning two languages at an early age creates a type of inhibition and passive interference between languages, which may impair acquisition in one of them. So, the authority in the Sudan Ministry of education decided to give four year of monolingulism to children doing only their mother-tongue before starting a second language.

An on-going experience in the basic private schools offered a suitable chance for a research population, as these children started to learn English at grade one of basic level.

Thus a purposive stratified random sampling procedure is used to select two sets as the study subjects. The target population is the non-government schools' students, and the controlling group from the public schools. Study subjects sampling is detailed in chapter three. Two data gathering instruments are utilized testing the hypotheses of the study. Two standardized language achievement tests in English and Arabic are used to compare the two groups' standards in both languages. A teachers' questionnaire is designed to assist the results of the tests from the point of view of the Arabic language teachers in private sector.

The main questions of this study are; when is it appropriate to start teaching children a second language? And how does it affect their achievement in their mother-tongue?

The main two variables of the present study are, learning foreign language, the independent variable, and its effect of it on the mother-tongue achievement, is the dependent one. Other sub-variable emerged while investigating the above main variables.

Five hypothesis are established as shown in chapter one, and later tested against the results of the study. The main hypotheses are built round the idea that learning a foreign language, English in this case does not impair or hinder achievement in mother-tongue 'Arabic'.

Results of the study proved all the study hypotheses correct as they reveal that; learning English has a positive effect on achievement in Arabic language among the study target sample.

Another important result is found; that there is a positive correlation in achievement between English and Arabic and being bilingual in childhood raised the children's linguistic awareness thus enhances their achievement in both languages.

The results of the present study contribute to the growing concern over the children's language achievement, and the importance of their acquisition of foreign languages as tools for their future careers. The findings of this study can be concluded as follows:

1. "The non-government schools students achieved Arabic language better than the government schools students".

The results of this study also contribute to the skepticism about how can a foreign language affect the achievement in the mother-tongue when a child is exposed to two different sets of linguistics. The statistical analysis of the authentic tests' scores show that the students who started learning English and Arabic simultaneously increases their metalinguistic awareness. Thus, they gained greater sensitivity to language meaning and structure which help them; (non-government students), to have advantage over their counterparts; (Government students) in better achievement in Arabic.

2. The non-government schools students have an advantage over the government schools students in English language.

Concerning the above finding the standardized tests results in English given to the subjects in both sectors, show significant differences for the private sector students. This result reveals that, the children who started learning English at an early age facilitated from the critical period for language acquisition in childhood from eighteen months to twelve years. The other group lost four years from total of six years of the critical period from the Span of enrollment in school.

3. "There is a positive correlation in achievement between Arabic and English languages among the study subjects".

This findings is ensured by the teachers observation the questionnaire Appendix C and also the two languages tests scores, these results when computed and correlated revealed the positive correlation between the languages, the children, as bilinguals, benefited from the fact

that knowing the basic skills in one language facilitates the similar linguistic knowledge in the other and vice versa. In this case also a positive previous training effect transfer is noticed among the languages when a child got high scores in one language they spontaneously, got high scores in the other. On the other hand when a child fail to build the appropriate competence in his/her native language fails consequently to do in the foreign language.

4. " Teaching a foreign language (English) at an early age does not hinder or confuse children's mother tongue (Arabic) achievement".

This is a major finding of the present study investigations among the students via the language tests, as well as their teachers, from their responses to the study questionnaire.

The tests results show advantage of the private sector students over the public sector in both languages. The Arabic language teachers' observations reveal that they did not notice any dalliance or confusion in their students learning English.

On the contrary, they strongly recommended the trend of starting teaching English grade one, as they noticed that it raised the students' language awareness and consequently they got better standards in Arabic language.

5."There is a significant gender language variations among the study subjects in Arabic; native language for the female students".

To this point psycholinguistic and sociolinguists hypothesized that little girls are more fluent than boys until the age of puberty. Research show that there are evidence that girls show better performance in native language tests than boys as they start talking before them.

6." No significant variations in foreign language achievement on gender basis".

This is also true for a number of studies presented in chapter two, world-wide. In one hand it proved the authenticity of the English test as no gender bias is noticed in the contents. On the other hand it reveals that as all children are exposed to the same courses in the same time chances of similarities between males and females in scores is relational.

7. "There are external factors that affect the students' achievement in their native language".

This study finding contributes to the large number of studies that emphasize the effect of factors like availability of educational aids, class seating and teachers' training. This study also discusses the teachers' living conditions effect on their teaching it is also discovered that the good living status of the private sector teachers has a positive implication on their students in Arabic.

8. "The government schools suffer severe shortage in educational needs and teachers' training especially in English language while most of the private schools have these facilities"

This is a spontaneous finding the researcher was choosing the study control sample it required visiting most of the schools in Omdurman province. During those visits an obstacle emerged; how to compare students from the private schools with, or at least most the educational facilities available, with schools that have hardly a shape of a school after considerable debate with schools principles and educational officers it came to choosing the control sample from the best ten schools in the three localities in which problems as seating, crowded classes, availability of books are slowed by the help of the parents associations.

Recommendations

In view of the findings of present studies the investigator sees that a number of recommendations merit consideration.

To generalize the benefits gained by the non-government schools at grade one that start teaching English in the field of language achievement the researcher would like to draw the attention of the authority in the Federal Ministry of Education to apply this system to all basic schools in Sudan.

1. As the external educational factors are proved by the results of this study, to an essential role in language achievement, and in the process of learning in general, the researcher

sees the importance of taking care of them especially in the government schools which lack most of the important tools for the teaching-learning situation.

2. The teacher is said to be the main pillar of education world –wide. A well-qualified, trained, and motivated teacher worth a lot. So, it is fair enough for teachers, as well as students, to be cared for; at the level of qualification and their living conditions to raise their motivation towards effective teaching.
3. Weakness of curriculum is noticed while conducting this work. A strong build and revised syllabus is needed for the private schools, as they use random topics and texts from different sources. The researcher recommends building united curricula in English for schools all over the Sudan.
4. To achieve the ultimate goal of teaching a foreign language a consistently implement modifications and periodically check to children notebooks and ask questions to verify concept comprehension, making sure that visual and auditory aids are professionally used.
5. Whenever possible, children should be taught through hand-on, multi-sensory activities that will help them learn experientially as well as linguistically.

Acknowledgments

I acknowledge the competent and highly professional supervision of Dr. Ibrahim Mohamed El-Faki, who patiently advised and guided me while doing this research.

Completion of this work was made possible by the very high level of co-operation of the principals, office staff, teachers and children from the participating schools. I am very grateful to their willingness to participate in the research, and for their friendliness throughout the various phases of the study.

Thanks are extended to the Khartoum State Ministry of Education and the authority in all three localities of Greater Omdurman Province.

I feel also indebted to Dr. Ishraqa Bashir from and Dr. Ahlam Ali Hassan for their generous help and support.

Thanks and gratitude are also due to my family; my mother, my sisters, and brothers.

Heartily thanks to my husband and the young ladies and gentlemen, whom I still call my children.

Regards are due to Mr. Abdullah M. Tome who shouldered the hard work of typing, editing and presenting this thesis in its final version. And to Mr. El-Nazeer Rahama for his professional help in translation.

References:

1. Bialystok, Ellen and Martin, Michelle. (2007). Bilingualism and Cognitive Department, www.Wikipedia.com
2. Bakalla, M., H. (1983). Arabic Linguistics, Mansell Publishing Limited, London.
3. Bauman, S. (2001). Achievement in an Elementary Classroom, Medina, Ohio, USA.
4. Bazouk, A. (1998). Oxford English Dictionary, 2nd Edition, Clarendon Press , Oxford.
5. Berger, Kathleen. (1983). The developing person through the life span, Worth publishers. Inc, New York.
6. Bialystok, Ellen and Hakuta Kenji. (2007). In other words .www.wikipedia.com Bourke,
7. Brown, H.D. (200). Principles of Second Language Learning and Teaching, Longman, San Francisco.
8. Chomsky, Noam. (1968). Language and mind, Harcourt, New York.
9. Collins, William. (2002). Encyclopedia Britannica, Harper Collins Publishers, Glasgow.
10. Crystal, David, (1987). The Cambridge Encyclopedia of Language, Cambridge University Press, Cambridge.

11. Dewar, S. (2000). Trends in the Data on Students Taught by Resource Teachers, The research Bulletin, 10, 93-96.
12. Doman, (2006). Cultural effects on SLA, Notes in Cultural journal. New York.
13. Eddy. P. A. (1982). The Effect of foreign language study in high school on verbal ability as measured by scholastics aptitude test Verbal, Center for Applied Linguistics, ED 196312, DC Washington.
14. Eisner, E. (1994) Cognition and curriculum reconsidered (2nd ed.). New York: Teachers College Press.
15. Ellis, R. (2000). Second Language Acquisition, Oxford University Press, Oxford.
16. Fradd, J. (1982). Bilingualism, Cognitive Growth and Divergent Thinking Skills, Educational Form, 46:469-474,
17. Fries, C. C., (1945). Teaching and Learning English as a foreign Language, University of Michigan Press, Michigan.
18. Garman, M. (1990). Psycholinguistic, Cambridge University Press, Cambridge.
19. Gass, S. and Selinker,L. (1993). Language Transfer in Language earning, Newbury House Newbury.
20. Goodz, N. S. (1994). Interactions between parents and children in bilingual families. In F. Genesee (Ed.), Educating second language children:The whole child, the whole curriculum, the whole community, Cambridge University Press, New York.
21. Hakuta, K. (1990). Language and cognition in bilingual children. Bilingual education: Issues and strategies. CA: Sage Publications. Newbury Park.
22. Hakuta, K. (1976). A case Study of Japanese Child Learning ESL. Language Learning Literacies. Japan.
23. Hammadou, J. (1991). Interrelationships among prior Knowledge and Language Proficiency in Foreign Language Reading, Modern Language Journal.

24. Heaton, J. B. (1997). *Writing English Language Test*, Longman, London.
25. Homans, Margaret. (1986). *Bearing the word. Language and the female experience in the 19th Century women's writing*. University of Chicago Press. Chicago.
26. Honig, J. and R. I. Brod. (1973). *Foreign Languages and Careers*, Modern Language Association, New York. <http://www.readingonline.org/newliteracies>
27. Hyltenstam, J. and Abrahamsson, D., (2003). *The Critical Period Hypothesis*, www.nationmedia.com
28. Johnston, P. and Allinton, R. (1991). *Handbook of Reading Research*, Vol. II, Longman, New York.
29. Kauffman, J. M., & Burbach, H. J. (1997). On creating a climate of classroom civility. *Phi Delta Kappan*, 79,320–325.
30. Kerslake, J. (1999). Trends in Reading Recovery, *The research Bulletin*, 10, 73-78.
31. Krashen, S.D. (1988). *Second Language Acquisition and Learning*, Prentice Hall, California.
32. Macnamara, J. (1967). The linguistic independence of bilinguals. *Journal of Verbal Learning and Verbal Behavior*, 6: 729-736.
33. Macnamara, T. (2000). *Oxford Dictionary*, Oxford University Press, Oxford.
34. Met, M. (1998). *Critical Issues in Early Second Language Learning: Building for Our Children's Future*. Reading, MA: Scott Foresman-Addison, Wesley.
35. Mohamed, Othman Hamed. (1998). *Assessment of the criteria used for Evaluating the Current EFL Testing System with Especial Reference ESP Programme at the University of Khartoum*, Khartoum.
36. Rangahan, Wahga Mahi. (2002). *The Structure of Relationships Between Language Related Factors, Achievement Related Beliefs*, Report, Ministry of Education Press, New Zeland.

37. Rosenberg, M. and Alummi, M. (1996). Raising Bilingual Children, The Ambassador Magazine, Japan.
38. Selinker, L. (1972). Intralanguage in International Review of Applied Linguistics, Newbury House Newbury.
39. Tarone, E. and Yule, D. (1995), Focus on the Language Learner, Oxford University Press, Oxford.
40. Toto, P. (2007). Bilingualism, [www. Wikipedia.com](http://www.Wikipedia.com)
41. Wong, Fillmore, L. (1991). When learning a second language means losing the first. Early Childhood Research Quarterly, 6, 323-346. Washington.
42. Young, D. J., and Oxford, R. (1997). A gender-related Analysis used to Process input in the Native Language and Foreign Language Learning Journal.