

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

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Abstract

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

This mixed-methods study focused on the impactful instructional strategies that support Arabic students between 6 to 12 years old in becoming proficient in the development of the oral and written Arabic language. The central research question was: what were the instructional strategies that helped Arabic students become proficient in the written and oral Arabic language when they have limited Arabic language skills? The research concluded that Arab children will not reach Arabic language proficiency without collaboration among teachers, administrators, and the most important key element of parental engagement.

Keywords: Education, Learning Arabic language, children between 6 to 12 Years, supporting parents.

Introduction

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

This is especially true for those Arab children who are born in the United States. To illustrate, according to Gerken (2009), “If you have ever spent several days, or even several hours, in a foreign language environment, you know the feeling of relief and pleasure that comes when you are again able to use your native language” (p. 2). Apparently, “Language is so much a part of most of our lives that losing its use, even for a short time, can feel like the social equivalent of oxygen deprivation” (p. 1). Communication without stumbling blocks makes human interactions much easier.

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

Arab parents living in a foreign country should find ways to teach their children Arabic as soon as possible. Significantly, Karashen (1987) indicated that “Childhood generally achieves higher second language proficiency than those beginning as adults” (p. 43). Hence, it helps them to become bilingual. According to LanguageLizard (2011), “Bilingualism helps us better understand the structure of languages and can give us an in-depth view of another culture” (para.1). The proper environment of learning Arabic at an early age gives the child the opportunity to be proficient in the spoken accent like the native speaker. Accordingly, LanguageLizard (2011) stated the following:

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

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

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

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

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

Materials and Methods

Definition of Variables and Terms

Dependent variable

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

Independent Variables

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

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

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

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

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

Research Questions

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

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

Limitation of the Study

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

Research Design

Case Study Mixed Methods Approach

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

Description of the Setting

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

Data Methods/Instruments

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

Findings

Findings by Research Questions

This section provides further analysis of findings obtained using the research questions. The researcher utilized self-designed tools which provided insight into the perceptions of director, teachers, and students (6-12 years) in their various instructional learning strategies to communicate in Arabic while living in the United States. Additionally, parents' views were assessed by conducting electronic surveys that provided the insight as to the view of parents about teaching their children the Arabic language and the need for their children to learn to communicate in their native language. The following aspects were considered in the study:

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

The following are the findings from the research questions.

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

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

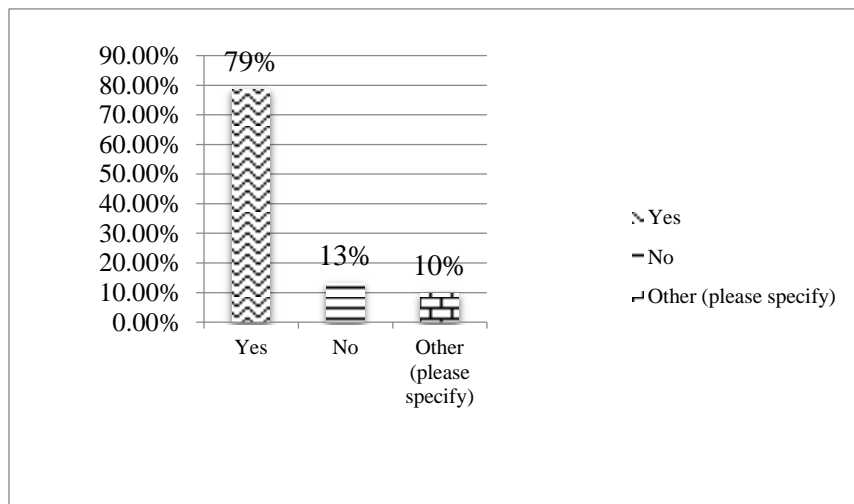


Figure 2. Plans to go back to your country?

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

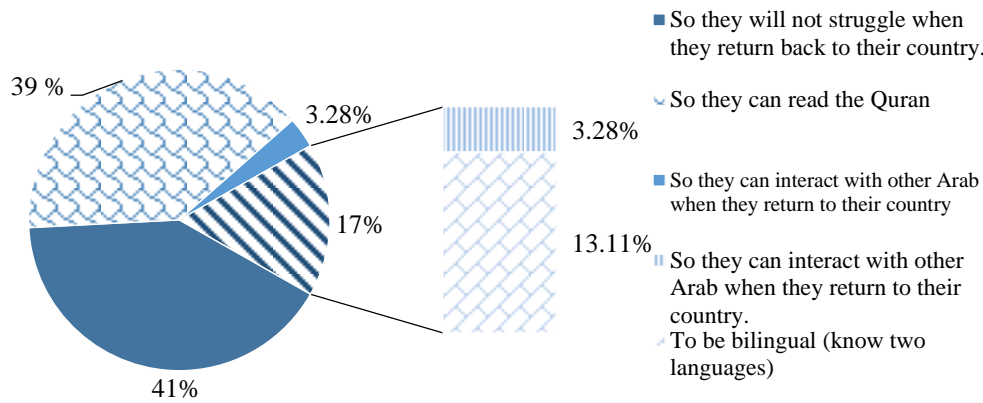


Figure 3. Main reason you are interested in teaching your children the Arabic language.

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

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

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

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

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

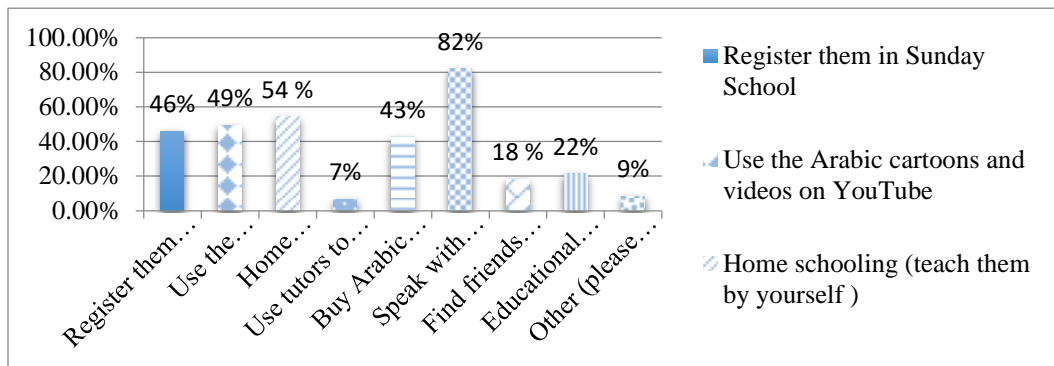


Figure 4. Check all the modalities below that you use to teach your children the Arabic language.

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

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

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

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

Table 1

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

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

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

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

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

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

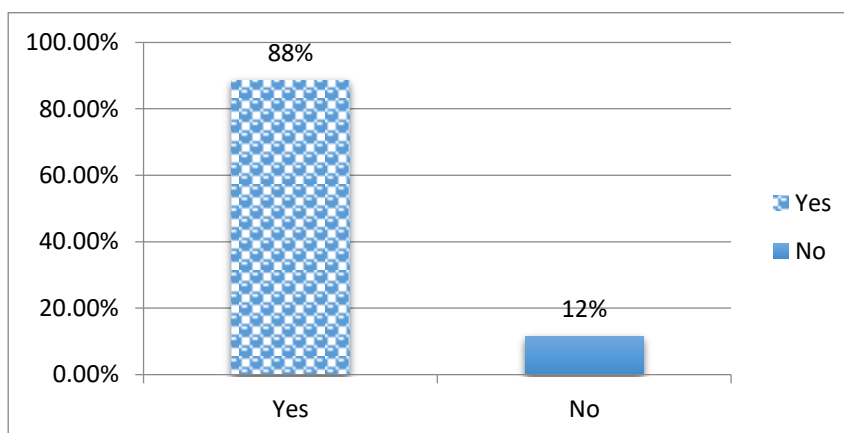


Figure 5. Responses to the question regarding teaching your children the Arabic language.

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

To illustrate further, according to Teacher B, in the classroom, teachers create an environment of enthusiasm that children need. Yet, as Figure 2 showed, it seemed that 82% of parents speak with their children at home in Arabic. The data in Figure 2 has indicated, the percentages of parents speaking to their children at home in Arabic was highly rated as a strategy.

This belief expressed by surveyed parents demonstrated with a high rating, that the data of 38% (23 out of 61) parents rated their children on speaking excellent, 23% (14 out of 61) rated their children on speaking above average, 31% (13 out of 61) rated their children's Arabic speaking proficiency as average; 13% (8 out of 61) rated their children's Arabic speaking proficiency below average, and only 5% (3 out of 61) rated their children very poor on speaking Arabic. In equal proportions, there were 5% (3 out of 61) rated their children in writing as well as reading excellent. Further, 33% (20 out of 61) rated their children average in reading, while 26% (16 out of 61) rated their children average in writing. If parents were to place more time in engaging with their children's learn to read and write, their performance level would perhaps increase their children's literacy skills.

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

Parents, according to the electronic survey, used several strategies to support their children learn the Arabic language. To illustrate, Figure 4 shows that 82% (50 out of 61) spoke with them in Arabic and 54 % (33 out of 61) depended on home schooling in teaching the children Arabic. In fact, 49% of parents (30 out of 61) used the Arabic cartoons and videos on YouTube to teach Arabic. Accordingly, 46% (28 out of 61) registered them in Sunday Schools. Further, 43% (26 out of 61) bought Arabic books and stories to help them learn the language. Moreover, 22% (13 out of 61) of parents relied on educational software on their desktops, tablets, and other electronic devices to teach their children the Arabic language. Only 18% of the parents (11 out of 61) tried to find other Arab friends who could practice the oral language skills with their children to become proficient in speaking the Arabic language. On the other hand, 81% of the children thought that their parents helped them to learn Arabic. Additionally, some of the students mentioned that their parents taught them the Arabic letters, while some said that their parents read books to them. Not to mention that some declared that parents let them practiced the writing on the white board and discussed mistakes made with them. Moreover, some parents, according to the students, guided their children through oral language discussions.

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

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

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

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

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

Summary

The research findings revealed that 88% of surveyed parents believed that the oral language Arabic skills taught at home produced excellent speakers of the language. Parents felt that home schooling was an effective practice to teacher their children their native language and enforce cultural traditions. The reading and writing results did not validate that the children were proficient in the Arabic language.

Reading and writing results were low and that while children could speak the language, they were not proficient in understanding the written word or in writing in their native language.

In general, teachers believed in a more formalized approach to teaching the Arabic language. Sunday School or an regular Arab School would be more effective where trained teachers worked with students using active learning strategies as well as using technology to support the instructional strategies to motivate students to become proficient in the Arabic language.

provided the insight as to the view of parents about teaching their children the Arabic language and the need for their children to learn to communicate in their native language. The following aspects were considered in the study:

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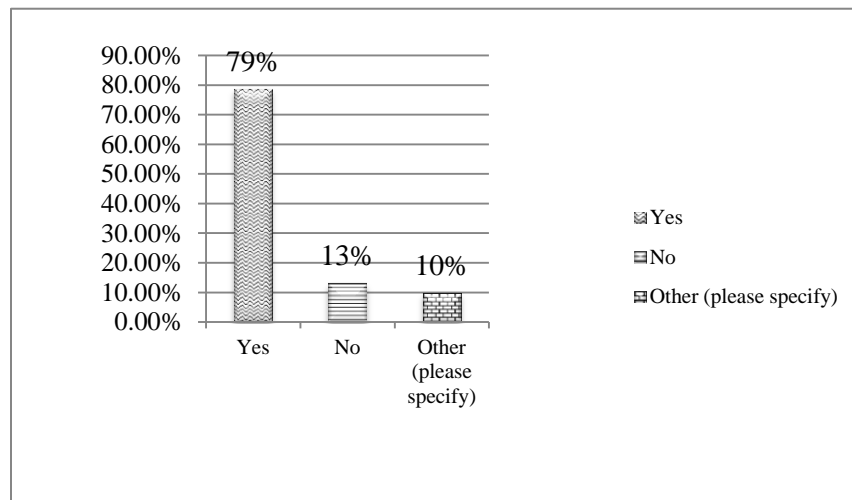


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On the other hand, 13% (8 out of 61) pointed out that they wanted their children to be bilingual, take advantage of being in the United States, and, at the same time, teach them their native language (see Figure 3). Accordingly, there is a relationship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

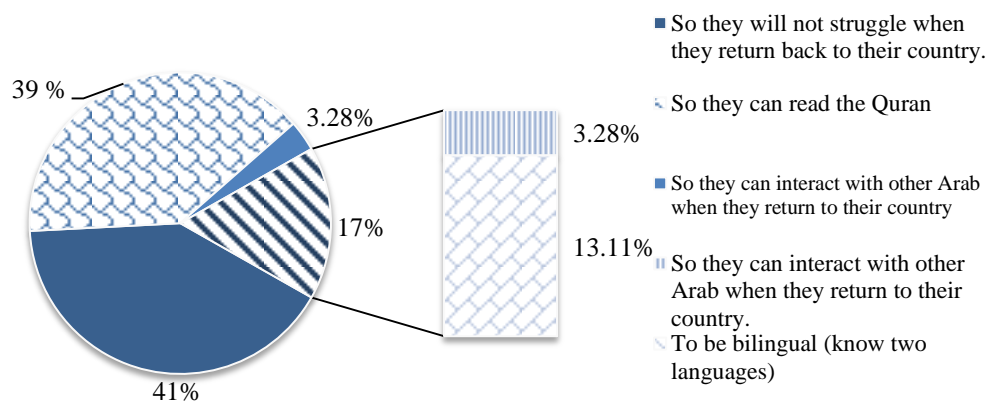


Figure 3. Main reason you are interested in teaching your children the Arabic language.

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

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

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

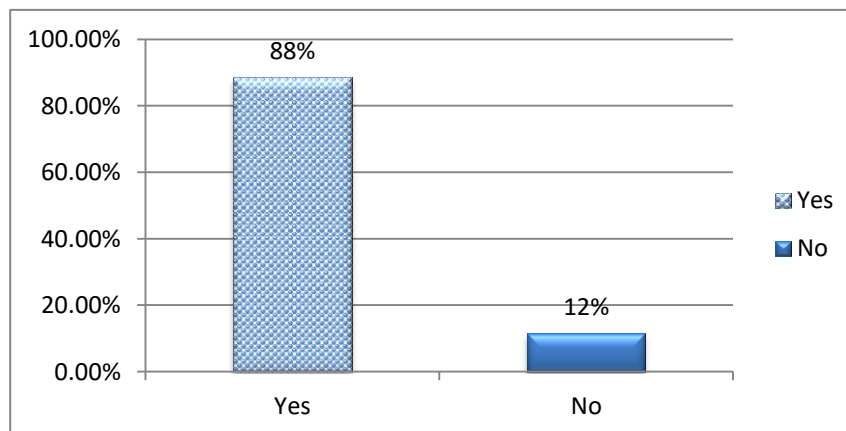


Figure 5. Responses to the question regarding teaching your children the Arabic language.

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

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

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

Parents, according to the electronic survey, used several strategies to support their children learn the Arabic language. To illustrate, Figure 4 shows that 82% (50 out of 61) spoke with them in Arabic and 54 % (33 out of 61) depended on home schooling in teaching the children Arabic. In fact, 49% of parents (30 out of 61) used the Arabic cartoons and videos on YouTube to teach Arabic. Accordingly, 46% (28 out of 61) registered them in Sunday Schools. Further, 43% (26 out of 61) bought Arabic books and stories to help them learn the language. Moreover, 22% (13 out of 61) of parents relied on educational software on their desktops, tablets, and other electronic devices to teach their children the Arabic language. Only 18% of the parents (11 out of 61) tried to find other Arab friends who could practice the oral language skills with their children to become proficient in speaking the Arabic language. On the other hand, 81% of the children thought that their parents helped them to learn Arabic. Additionally, some of the students mentioned that their parents taught them the Arabic letters, while some said that their parents read books to them. Not to mention that some declared that parents let them practiced the writing on the white board and discussed mistakes made with them. Moreover, some parents, according to the students, guided their children through oral language discussions.

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

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

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

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

Further, there were 18% (11 out of 61) of parents who found friends who could speak with their children in order to teach them to become proficient in the Arabic language. Only 7% (4 out of 61) of them found tutors to teach their children private language lessons.

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

Summary

The research findings revealed that 88% of surveyed parents believed that the oral language Arabic skills taught at home produced excellent speakers of the language. Parents felt that home schooling was an effective practice to teach their children their native language and enforce cultural traditions. The reading and writing results did not validate that the children were proficient in the Arabic language. Reading and writing results were low and that while children could speak the language, they were not proficient in understanding the written word or in writing in their native language.

In general, teachers believed in a more formalized approach to teaching the Arabic language. Sunday School or an regular Arab School would be more effective where trained teachers worked with students using active learning strategies as well as using technology to support the instructional strategies to motivate students to become proficient in the Arabic language.

Implications

The paramount implication and value of this study come from the early interventions used in the instructional process. As a result of the research findings and data produced from this study, parents are the number one teacher of their children and they must be encouraged to find multiple ways to teach their children the Arabic language. Finally, teachers must continuously explore motivational strategies and further explore technology as a means to create different methods to use to teach children Arabic effectively (see Table 2).

Table 2
Implications for Best Practices to Support Students Learning Arabic Language

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

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

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