

COROLLARIES OF THE SECOND LANGUAGE LEARNERS' FIRST LANGUAGE

Malissa Maria Mahmud¹, Wong Shiet Ching²

Sunway University, Bandar Sunway, Petaling Jaya,
Selangor Darul Ehsan, MALAYSIA.

¹ malissam@sunway.edu.my, ² wongsc@sunway.edu.my

ABSTRACT

English has become the governing means of international communication and the lingua franca where people around the world with different backgrounds, mother tongues and cultures use English for career advancement, and deem that having adequate proficiency in English is the key to success (Fielder, 2011). English is widely used as a second language but it has also been depicted as a threat to the L2 or second language learners' mother tongue (House, 2003). Knowledge of a second language impacts the ability to cope with information in the native language (Kaushanskaya, Yoo, Marian, 2011); therefore, English might replace their mother tongue in the future, since the acquisition of a second language is related to the bilinguals' performance in the native language (Kaushanskaya et al., 2011). Hence, this research is aimed to retort on how English affects L2 learners in the aspects of social, culture and linguistics in a multicultural environment. Data was gathered through a survey questionnaire in relation to a specific group of transfer students at the tertiary stage. Subsequently, analysis of data in the denoted affirmative responses from the students concerning the study was concluded where the results indicate that the perceptions on the influences of English on L2 learners are positive, varying from social effects to cultural impacts as well as the linguistic implications.

Keywords: L2 Learners, Socially, Culturally, Linguistically

INTRODUCTION

English is a dominant means of international communication and there are more non-native speakers of English than native speakers and as the major lingua franca and a language of communication, people around the world with different backgrounds, languages and culture use English in the modern society for career advancement, and regard it to be the key to success (Fielder, 2011). Even though English is used as a second language for people with different linguistic backgrounds, of late it has also been depicted as a threat to the second language learners' mother tongue (House, 2003). Empowering the knowledge in a second language acquisition impacts the ability to manage information in the native language (Kaushanskaya, Yoo and Marian, 2011); resulted in the substitution of mother tongue because the acquisition of a second language is related to the bilinguals' performance in the native language (Kaushanskaya et al., 2011). Consequently, learning English erodes one's local culture and affects their social interaction (House, 2003); therefore, this research is done to discover whether English affects the L2 learners socially, culturally, and linguistically.

PROBLEM STATEMENT

This research is a preliminary study attempting to attain insights and perceptions towards the deterioration or attrition of first language among students studying in Sunway University where acclimatization process is communal. Kopke and Schmid (2004) noted that, "The idea that attrition might be governed by a process that has its roots in the overall cognitive nature

of memory, and indirectly in the linguistic system". Undoubtedly, English is one of the common languages spoken around the globe today and has befitted a major lingua franca (O'Neil, 2011). Thus, learning English has become an essential part of education among the non-English-speaking nations and the number of people learning how to speak English increases each day in countries that do not use English as their native language or their mother tongue (Lang and Siniver, 2006). Numerous researches have been done to investigate if a foreign language affects the mother tongue of a L2 learner (Kecskes, n.d.) however; this research intends to dissect the impacts of English specifically on L2 learners in a multicultural environment, namely among the transfer students of Sunway University.

Significance

Better insights can be concluded on how transfer students in ADTP in Sunway University are affected by English as a second language. It will allow individuals who are enrolling in the program to embrace changes in their studies because the medium of communication is English. In addition, the research can offer significant input to those who are planning to learn English as their second language in regards to the changes that they might face in the future (Kecskes, n.d.) because knowledge of the attitudes towards the implications in relation to the language attrition would grant more realistic and useful information for the students. Ultimately, this research is to contribute to our knowledge of how to circumvent first-language attrition as well as how to foster active bilingualism.

LITERATURE REVIEW

Linguistic, Social and Cultural Affiliation

English has become a language that is used worldwide in administrations, entertainment, learning and technology. Measures have been prompted by many stakeholders to improve the level of English amongst its citizens by making English as the mode of learning in order to compete and progress in international events. According to Vaish (2008), Singaporean students expressed the concerns that the trends in social and cultural life of Singaporeans are changing from the strict observation of their traditional values and norms to the Western culture that they see and read about and the language in which it is delivered to them is English. The combined knowledge of a mother tongue and English enables the individuals to maintain their identity and allows the individual easy access to the large sea of knowledge recorded in English. Not all individuals of a community treat language in the same manner. According to some people if allowed to flourish and seeing how many administrations prefer the use of English in official dealings as opposed to their mother tongue, it may lead to a decline in their mother tongue and the cultural aspects of their society. Language can be a very vague concept. Jeffrey (2012) describes language as something spoken by the members of a particular society and it is strongly connected to the society that uses it. Language is a complex system of communication, it is not what a person is born with, but can obtain through learning. First language, which is the mother tongue of the individual, is the main form of the identity of the individual. However, when a different language is being taught to the individual, there will be certain effects on the mother tongue. In this context, the social forms of daily interaction of learners with the society. In addition, just as language and culture are strictly interwoven and closely related, the learning and spread of English will have similar effects, especially in devaluing other languages and cultures. In an article in The Malaysian Times, Thomas (2012) reports the thoughts of the Vice Chancellor of the University of Malaya, in his opinion language serves as a unifying factor of a country and according to him, it is the Malay language for Malaysia, nonetheless he also expressed that

learning English is an added benefit to individuals. His views show that he holds the mother tongue of his nation to be a more crucial element of the Malaysian society.

According to Podur (2002), a social institution can be thought of as a component of a society, which is a group of people, governed by their specific set of rules relating to conduct and behaviour. This is because social and cultural aspects of a community are interlinked. Podur gives several definitions of culture and one of them include that culture can be described as behavioural patterns of arts, beliefs and institutions relating to human thought that are inculcated and spread socially. As its growing emphasis as a global language increases, different societies perceive its role in providing access to both economic and social development. Menon (2009) is of the opinion that English Proficiency is the most significant indicator of a young person's eligibility concerning the negotiations the opportunity structure that the contemporary economy has made available and the ability to use fluent English has become a "synecdoche"; socially understood shorthand for general ability. Recent research has also begun to explore the link between language use, development and how the languages that people speak can influence their economic status. Culture in eyes of Podur (2002) is all the aspects like practices and behavioural patterns that act as a group's identity and sets them apart in their communication. Some people, especially the Ultra-nationalists consider language to be connected to loyalty and patriotism. In countries like Malaysia that was once colonized by the British, some people tend to feel hostile towards English language, as it seems a heritage of the British rule (Wong, Lee, Lee & Ya'acob, 2009). Learning English has also been a product of cultural aspirations; in a race of advancement in political and administrative elements there has been an emphasis on International trade. According to Thomas (2012) when compared with other languages, English is spoken more widely and is the official language of 52 countries. Dr. G. Manivannan (2006) is of the opinion that a language gets its status from the richness of literature associated with it and that Indian languages are not at all threatened by English, rather it acts as an enhancement in the accents and knowledge of its users and individuals especially Indians should fully utilize the benefits of English to foster themselves culturally and materially such that they can progress in the fields of science.

L2 Learners and Social Corollaries

In this research a study about the varied impacts on L2 learners of English are analysed. In this case, how L2 learners fluency in English could impact the learners' interaction with others and whether it is positive or negative. According to Moiin vaziri (2008), by learning the language of another community, learners are simply unable to be divided from their social dispositions towards the speech community. In this paper, the social impacts of learning English as a second language on the daily conversations between peers, family and professional acquaintances, and online interactions were explored. Self-esteem is an important aspect in development of an individual's character. According to Jeffrey (2012) English as an International language can be repressive; he believes it allows western people to enforce their thoughts and ideas along with their culture on others. He further delves into the implications of English Language Teaching (ELT) and how it promotes 'linguistic imperialism' as it doesn't take into consideration cross-cultural studies as a part of its core. Besides that, social purposes could drive the impulse to learn English, causing the learner to be driven by either increased motivation or vice versa within the purpose itself (Moiin vaziri, 2008). Hence, second language English learners could be positively or negatively affected in social terms by the efforts of their acquaintance of this new language besides being the reason behind their motivation. Akbulut-Yuksel, Bleakly and Chin discovered that English proficiency amongst Hispanic and non-Hispanic immigrants does have an effect on the social

outcomes of the immigrants (2010). This in turn leads to an impact in social assimilation of Hispanic immigrants. In another statement, English proficiency was determined to have an impact on a certain ethnic group's social interaction as well as social life (Akbulut-Yuksel, et al., 2010). Despite this, being proficient in English does not automatically lead L2 learners to any social assimilation and they might end up creating their own social and cultural norms (Akbulut-Yuksel, et. al, 2010). Since language carries the symbols and social values of certain societies, learning English as a foreign language could enable L2 learners to socially mold themselves to the identities of the language in question (Zarei & Pourghasemi, 2012). L2 learners would then be much more familiar with the norms and the cultures of certain societies before coming directly in contact with them socially, thus providing ample time and experience for them to make a good social impression towards the people belonging to other societies.

Furthermore, having a poor mastery of English could affect students studying overseas in countries where English is the national or native language. According to Parks and Raymond, international students might be looked down upon as well as having trouble finding local students as group members for any group project because of their lack of English writing, speaking or presentation skills (2004, as cited by Andrade 2009). Besides that, this might cause many international students failure to interact socially with the local students because they spend time focusing on their heavy coursework (Lewthwaite, 1996 as cited by Andrade, 2009). Moreover, reports regarding negative implications caused by students' incapability of producing decent spoken English skills are not uncommon (Andrade, 2009). In fact, there were cases where certain universities' professors expressed their concern that international students' English incompetence leads to negative outcomes of their academic performance and communication. This then ultimately results in issues like segregation as well as ineffective group work (Trice, 2003 as cited by Andrade, 2009). These international students will then only make groups using the people from their homeland and this will then become a hindrance to social involvement between different communities of students. Therefore, Andrade concluded that with higher English proficiency, students are much more capable in overcoming obstacles they face in their academic studies, social life and also adjustment to the country (2007). The effects of learning English, as a foreign language by L2 learners is evident, especially when women's health could be either directly or indirectly affected by lack of fluency in English (Guruge, Berman, Tyyska, Murphy Kilbride, Woungang, Edwards and Clune, 2009). According the Guruge et al, women's health are affected through social changes, such as shift of social status within or outside the family, social isolation, wage and employment as well as stressful work conditions (2009). One obvious example of social isolation described by (Guruge, et al., 2009) was racism that was faced by those who spoke little or no English (2009). A number of their respondents view racism, workplace racism especially, an obstruction in their success in gaining employment or a fair pay check. Employers also undervalued their work and their work environment was terrible due to such workplace racism (Guruge et al, 2009). According to Tastsoglou and Miedema, "language, and especially accent problems, continue to [have an impact on] most immigrant women after many years of residence, and affect in multiple, sometimes subtle and indirect ways, the quality of their working lives in Canada" (2005, as cited by Guruge et al., 2009). Hence, Guruge et al. concluded that women's ability to properly interact in English fluently could directly or indirectly affect women's health (2009). Moreover, researchers found that learning English as a foreign language could have a negative impact on L2 learners. As described by one of the foreign language society as anxiety, Park and Lee stated that learners might acquire fear of negative social evaluation (2005). It is "defined as apprehension about others'

evaluation from a learner's need to make a positive social impression on others" (Park & Lee, 2005).

L2 Learners and Cultural Corollaries

In the cultural context, English affects second language learners by values and traditions the people of their community maintain and embrace. This is because identity is an important aspect of culture. Though considered multifarious, culture is viewed as inextricably integrated into language. Brown (2007) is of the opinion that culture can cater the biological and psychological needs which are usually formulated as conceptual networks or mental constructions of realities. Furthermore, Norton (2000) agrees that identity is central to language learning in immigrant settings, emphasising that it needs to be understood 'with reference to larger, and frequently inequitable, social structures which are reproduced in day-to-day interaction'. Hence, an identity may be described as the process that determines what and how an individual cares about something as an individual and also as a person that has to coexist with other institutions. This is an important step in an individual's life that shapes and reflects an individual's actions and construction of his/her surroundings (Lee et al., 2010). When taking into consideration multicultural areas such as Malaysia, identity is not just a representative of a single community's practices and cultural values but also the global culture or in case of Malaysia the different cultures, mainly of Malay, Chinese and Indian cultures. This is because English could affect the second language learner's identity in either positive or negative way. In the negative point of view, the cultural impacts include the way learning English as a second language that can lead to deterioration of mother tongues of other nations. When a child or adult is told to learn English in order to assimilate into a culture, there is a big possibility that his or her cultural identity might change or is diminished. Monajemi (n.d.) is of the opinion that the minority languages will not be able to survive nor can they resist international languages such as English.

Lim & Ansaldo (2007) propose the implication of the theory where the cultures maintain their identity and alongside they affiliate their identity with that of the foreign language and in this case, it is English. For example, the heritage-language (HL) learners, such as Indian-Canadians learning Indian language, need both theory and practice to be able to represent them as a fairly compatible, steady and stable member of an identity (Duff, n.d.). An HL learner's level of expertise in affiliation with his/her literary practice may differentiate the HL learner from other people in his/her life not only from the point of view of his/her heritage but also from their conversational skills with the others (Blackledge, A., & Cresse, A., 2008, as cited by Duff, n.d.). English in a certain perspective can be viewed as a language that threatens the status of the national language and erodes local cultures (Lee et al. 2008). In a doctoral study by Lee et al. (2006) the postgraduates selected for study showed that some Malay graduates resented the usage of English and considered it to be a means of bragging and a "betrayal of the Malay cultural identity and language." Also the Chinese contributors were of the opinion that due to their lack of fluency in Mandarin they were seen as "too westernized".

English may affect a second language learner's identity, in a positive way too. According to Lee et al. (2008) one of the positive effects of English was lessening of ethnocentrism and helping L2 learners in gaining a more reflective and critical attitude towards the culture of an individual. A more reflective and critical attitude towards the culture of an individual allows the individual a clear picture of different situations especially situations regarding people from other cultures. This helps an individual gain a broader perspective, thus breaking the cycle of oppressive and biased behaviours. Besides that, Jimenez (2000) concludes that the development of a student's identity of their home and host cultures may foster interpersonal

relationship. This means that learners can confidently hold pragmatic knowledge of the target language and make further progress in communicating skills through the target language with their self-identity received from their home culture (Lin, 2009). According to Cotterall and Murray (2009), a study of second language learning at a Japanese University also found that as users of English will have more courage to explore their future identities and this courage would have a positive impact on their motivation. Several researches have been done on the impact of English on L2 learners' culture and identity and there are both positive and negative effects. But whether the effect is positive or negative, it depends on an individual's self-concept and perception towards their mother tongue and the second language with respect to their own culture. An individual's self-concept and consciousness are created not only by the person individually but also the environment, family background and other cultural factors. In brief, the impact English would have on a second language learner is determined by the individual's own culture, society and personal thoughts and behaviour.

L2 Learners and Linguistic Corollaries

Language is a system of signs under a conceptual system that is unique to each culture (Kecskes 2008), it helps us to identify the people of the surrounding by the specific trends they display, for example the way of greeting and, reaction to a problem. The effect of L2 on L1 is usually positive, as it enhances the knowledge base, which is still dominated by L1 (Kecskes, 2008). "In the People's Republic of China, English has become a prerequisite for high paying jobs and promotion, and it is a required subject..." (Beckett & Macpherson, 2005). In another experimental study done by Kecskes and Papp (n.d.) it was found that the combination of L1, which is acquired subconsciously, and L2, which is developed consciously can lead to an expected elevation in the development of a mother tongue. Research has shown that when children study a second language, they receive the opportunity to expand their thinking abilities, and to extend their knowledge of language as a phenomenon. This was supported by the conclusion of the study that the children who have learned a second language demonstrate better thinking skills and creative thinking than the monolingual children (Kostluk, n.d.). Nonetheless, they also concluded that although further research was required in this area of study, the positive impact of L2 on L1 learning is not a necessity, rather it's just a potentiality. Learning English as a second language can lead to deterioration of mother tongues of other nations. Monajemi (n.d.) is of the opinion that the minority languages will not be able to survive... nor can they resist international languages such as English. A doctoral study done by Jeffrey (2012) found that a great shift in the usage of mother tongue occurred amongst Sindhi students as they shifted from Sindhi, their mother tongue to English. So many researches have been done in the past few years to determine, the pros and cons of learning English as a second language. However the answer is still uncertain, as there is research to support the idea where English enhances the mother tongue or the native language of the person. The ideology of language policy and national identity for one language in a nation is no longer the only one existing worldwide, as the now more famous multilingual policy that recognizes the linguistic and ethnic pluralism as the resources for nation-building is increasingly becoming widespread (Hornberger, N. H., 2001).

METHODOLOGY

The research was carried out as a quantitative research and the data was collected via survey and interview questions. The survey questionnaire consisted of two (2) parts. Section A contained 4 demographic questions. Section B consisted of 3 sub-sections, each with 4 questions. They were separated according to the variables of social, linguistic and culture hence there were 12 questions in total that respondents had to answer on a 5-point, agree-disagree likert -scale (1 being strongly agree, 2 agree, 3 neutral, 4 disagree and 5 being

strongly disagree). Interview Questions consisted of 3 open-ended questions. This provided an insight into the perception of the respondents. The survey was posted to a website and respondents were asked to participate in the survey.

Procedure



For the research, an account was created on www.docs.google.com, as it did not incur any financial costs and was user-friendly. Subsequently, the survey questionnaire was uploaded onto the website. The link:

<https://docs.google.com/spreadsheet/viewform?formkey=dDYyYzdvYVFZNi1GTHVVZ3RwSGMzYXc6MQ> was posted to the ADTP Facebook group page that allows ADTP students and lecturers to interact. It was decided to post the questionnaire on Facebook as students extensively use it. Subsequently, students were asked to participate in the survey questionnaire and the results were tabulated.

Respondents

The data was collected during the first week of November, 2012. There were a total of 83 respondents; students with an average age of 19 years old took part in the research. They were all American Degree Transfer Program (ADTP) students, studying in Sunway University in Malaysia. The total of 83 respondents was deemed sufficient in order to make generalization hence, represented the population hence, approximate indication could be derived. The respondents consisted of 51% Chinese, 9% Malay 9%, 14% Indian and other races with varied nationalities.

RESULTS AND DISCUSSION

Table 1. Overall Mean of the Corollaries

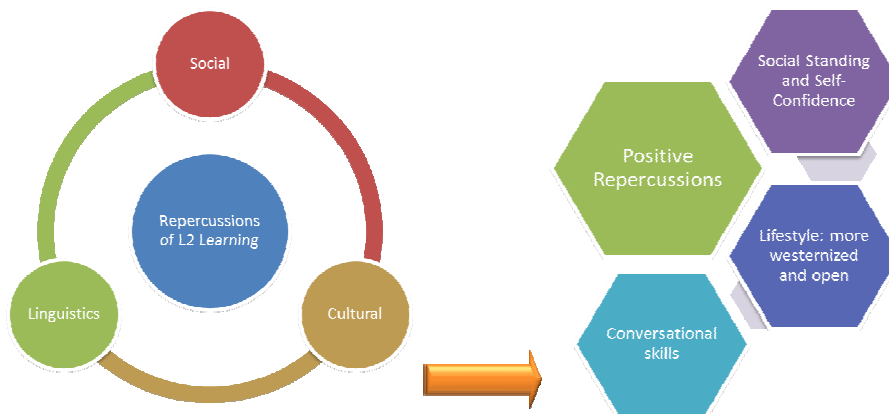
Items	Social Corollaries		Culture Corollaries		Linguistics Corollaries	
	Positive Mean	Negative Mean	Positive Mean	Negative Mean	Positive Mean	Negative Mean
1	2.43	2.40	2.44	2.69	3.09	3.06
2	2.14	3.06	2.41	3.56	2.07	3.37
3	2.12	2.69	2.15	2.66	2.45	3.46
4	2.15	3.73	3.11	3.43	3.16	3.34

Table 1 above shows that respondents deemed that positive social corollaries occurred when learning English as a second language. Subsequently, respondents deemed that positive cultural corollaries ensued when learning English as a second language and also respondents deemed that positive linguistics corollaries transpired when learning English as a second language.

Table 2. Overall Percentages of the Corollaries

Variable	Percentage		
	Positive	Neutral	Negative
Socially	50.7	23.3	25.9
Culturally	48.1	28.5	23.3
Linguistically	46.9	24.5	28.5

Percentage of positive, neutral and negative answers for social, culture and linguistic data. It can be seen that for all three categories, there is an overall positive effects of learning English as a second language.



CONCLUSION

Overall, the corollaries of English on L2 learners are positive, varying from social effects to cultural corollaries as well as linguistic implications. In conclusion, the hypotheses stated are proven accurate and accepted. Students mostly agreed to the positive impacts of learning English as a foreign language, specifically from the social variable; more than half; 50.7% the respondents provided positive responses.

REFERENCES

- Andrade, M. S. (2009). The effects of English language proficiency on adjustment to university life. *International multilingual research journal*, 3(1), 16-34. University College, Utah Valley University.
- Aquino, L. F. Y. (2012). *The Effect of Bilingual Instruction on the Literacy Skills of Young Learners*. 4, (Pp.1-15), Philippines. The University of Philippines. Retrieved from http://files.campus.edublogs.org/blog.nus.edu.sg/dist/7/112/files/2012/06/The-Effects-of-Bilingual-Instruction-on-the-Literacy-Skills-of-Young-Learners_editforpdf-1bamrk2.pdf
- Beckett, G. H. & MacPherson, S. (2005). Researching the impact of English on minority and indigenous languages in non-western contexts. *Tesol quarterly*, 39(2), 299-308.
- Bleakley, H. & Chin, A. (2007). *English proficiency and social assimilation among immigrants: an instrumental- variables approach*. The center of comparative immigration studies. San Diego, University of California.
- Brown, H. D. (2007). *Principles of language learning and teaching*. NY: White Plains Pearson Education.
- Draddol, D. (n.d). *The future of English next: Envisioning the future world of English language learning*. The English company (UK) Ltd. Retrieved from <http://www.britishcouncil.org/goingglobal-session-1-1100-thursday-elt-david-graddo-paper.pdf>
- Duff, A. P. (n.d.). Identity, agency, and second language acquisition.
- Fiedler, S. (2011). English as a lingua franca –a native- culture-free code? Language of communication vs.language of identification. *Apples – Journal of applied language studies*, 5(3), 79-97. University of Leipzig. Retrieved from <http://apples.jyu.fi>
- Guruge, S., Berman, R., Tyyska, V. & Kilbride, K. M.(n.d.). *Implication of English Proficiency on Immigrant Women's Access to & Utilization of Health Services*. Ryerson University.
- Hornberger, N. H. (2001). *Multi Language Policies and the Continuation of BILITERACY: An Ecological Approach*. Kluwer Academic Publisher. 1, (Pp. 27-51), Netherlands. Retrieved from <http://www.gse.upenn.edu/~hornberg/papers/Multilingual%20LP2002.pdf>
- House, J. (2003). English as a lingua franca: A threat to multilingualism. *Journal of sociolinguistics*. 7(4), (Pp. 556-578). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9841.2003.00242.x/abstract>
- Istvan, K. & Tunde, P. (n.d.). Foreign language affecting the mother tongue, The University of Montana. Retrieved on 10th September 2012 from <http://webs.uvigo.es/ssl/actas1997/03/Kecskes.pdf>
- Jeffrey, D. M. (2012). *Opinions on the social and cultural impact of English as an international language*. (P.1-13). Retrieved from <http://www.nuis.ac.jp/~hadley/publication/jeffrey/Jeffrey-EIL.htm>

- Jimenez, R. T. (2000). Literacy and the identity development of Latina/o students. *International Review of Applied Linguistic*, 32(1), 41-55.
- Kecskes, I. (2008). *The effect of the second language on the first language*. (Pp.31-34). New York. Retrieved from <http://www.albany.edu/~ik692/files/babyloniaproofkecskes.pdf>
- Lin, L. F. (2009). Second language learners' identity toward their home culture: Adding pragmatic knowledge to language learning curriculum. *Asian social science*, 5(8), 43-51.
- Lord, G. (2008). "Second Language Acquisition and First Language Phonological Modification." Selected Proceedings of the 10th Hispanic Linguistics Symposium, eds. Joyce Bruhn de Garavito and Elena Valenzuela, pp. 184-193. Somerville, MA: Cascadilla. [<http://www.lingref.com/cpp/hls/10/index.html>]
- Manivannan, G. (2006). *Summary: A look at the importance of English in India and the world. Importance of the English language*. Retrieved from <http://www.usingenglish.com/articles/importance-english-language.html>
- Nikolov, M. & Csapo, B. (2010). The relationship between reading skills in early English as a foreign language and Hungarian as a first language. *International Journal of Bilingualism*, 14(3), 315-329. University of Szeged, Hungary.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-pacific region. *Tesol Quarterly*, 37(4), 589-613. Hong Kong: The University of Hong Kong.
- Park, H. & Lee, A. R. (n.d.). *L2 Learners' Anxiety, Self-Confidence and Oral Performance*. Kusan National University, Concordia University.
- Cotterall, S. & Murray, G. (2009). Enhancing Metacognitive Knowledge: *Structure, Affordances and Self. System*, 37(1), 34-35.
- Vaish, V., (2008). Mother tongues, English, and religion in Singapore. *World Englishes*, 27(3-4), 450-464.
- Ya'acob, A., Lee, S. K., Lee, K. S. & Wong, F. F. (2010). The English language and its impact on identities of multilingual Malaysian undergraduates. *GEMA Online TM Journal of language studies*, 10(1), 87-101.
- Ya'acob, A., Lee, S. K., Lee, K. S. & Wong, F. F. (2009). English use as an identity marker among Malaysian undergraduates. *The Southeast Asian Journal of English Language Studies*, 18(1), 145-155.
- Zeliha, Y., Binnur, G. L. & Philip G. (2010) How bilingual is bilingual? Mother-tongue proficiency and learning through a second language. *International Journal of Early Years Education*, 3, 259-268. Turkey, University of Akdeniz.
- Zarei, G. & Pourghasemian, H. (2012). The Effect of Learning on Learners Perception of Culture. *Sheikhbahae EFL Journal*, 1(1), 39-48. Isfahan University of Technology & Qom University of Technology.