



Hebron University

Faculty of Graduate Studies

Examining the Use of Arabic in English Classes at the Primary Stage in
Hebron Government Schools, Palestine

Master Thesis

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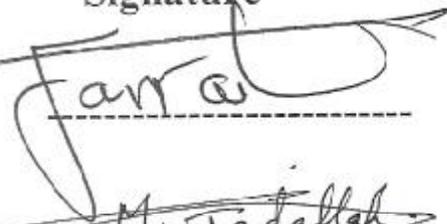
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المخلص

لقد هدفت الدراسة الحالية إلى كشف مدى الاستخدام الفعلي للغة العربية في حصص اللغة الانجليزية من قبل المعلمين والطلبة في المرحلة الابتدائية، كما هدفت إلى تفصي موقف الطلبة والمعلمين تجاه استخدام اللغة العربية والأسباب من وراء استخدامها. وقد هدفت الدراسة أيضا إلى كشف أي من الجنسين يستخدم اللغة العربية أكثر في حصة اللغة الانجليزية. بالإضافة إلى ذلك، حاولت الدراسة توضيح العلاقة بين استخدام اللغة العربية واثنين من العوامل التي قد تؤثر على استخدامها في حصة اللغة الانجليزية وهذه العوامل هي: سنوات الخبرة في التدريس ومستوى الطلبة في اللغة الإنجليزية. وقد أشارت نتائج الدراسة التي تم جمعها من خلال الاستبانات و المراقبات الصفية والمقابلات أن اللغة العربية استخدمت في بعض الأحيان من قبل كل من المدرسين والطلاب. وأشارت الدراسة أيضا أنه فيما يتعلق في استخدام اللغة العربية في الصفوف الابتدائية لم تكن هناك أي فروق ذات دلالة إحصائية تعزى إلى متغيري الجنس أو سنوات الخبرة في التدريس، بينما ظهرت فروق ذات دلالة إحصائية بين الطلاب الذين يتميزون بمستوى متدني في اللغة الانجليزية وبين هؤلاء الذين يتميزون بمستوى متوسط أو متقدم. كما أظهرت النتائج أن ترجمة الكلمات والمصطلحات المجردة كانت السبب الرئيسي لاستخدام اللغة العربية في المرحلة الابتدائية من قبل المدرسين والطلاب .

ABSTRACT

The present study aimed to investigate the extent to which Arabic was used in the primary English classroom, the attitudes of teachers and students toward using Arabic and their reasons behind using it. It also aimed at exploring which gender used Arabic more in the EFL . In addition, it tried to present the relationship between the use of Arabic and the two factors which might affect using Arabic, i.e., years of English teaching experience and students' level of English proficiency.

The results of the study which were collected through a questionnaire, classroom observations and interviews indicated that Arabic was sometimes used in the primary English classrooms by both teachers and students. It also indicated that there were no significant differences in using Arabic in the primary EFL classroom due to gender and English teaching experience. However, significant differences in using Arabic were found between students who had a low level of proficiency in English and those who had an intermediate or advanced level. Moreover, the findings indicated that more Arabic was used by the teachers and the students for translating abstract words and terminologies.

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Table of Contents

Abstract in Arabic	III
Abstract in English.....	IV
Acknowledgement.....	V
Table of Contents.....	VI
List of Appendixes	IX
List of Tables.....	X

Chapter One

Introduction

1.0 Introduction.....	1
1.1 Statement of the Problem.....	2
1.2 Objective of the Study.....	3
1.3 Research Questions.....	3
1.4 Hypotheses.....	4
1.5 Significance of the Study.....	4
1.6 Limitations of the Study.....	4
1.7 Definitions of Terms and acronyms.....	5
1.8 Summary.....	5
1.9 Organization of the Chapters.....	6

Chapter Two

Review of the Related Literature

2.0 Overview.....	7
2.1 Teaching English in the Palestinian Context.....	7
2.2.0 The Use of the L1 in Major ELT Methodologies	8
2.2.1 T he Grammar-Translation Method (GTM)	8
2.2.2 The Direct Method (DM)	9
2.2.3 The Communicative Approach (CLT.....	9
2.3.0 L1 Use in the EFL classroom.....	10
2.3.1 Arguments against Using L1in the EFL classroom.....	10
2.3.2 Arguments for Using L1 in EFL classroom	12

2.4.0 The Attitudes towards Using L1 in the EFL classroom.....	13
2.4.1 Teachers’ and Students’ attitudes towards L1 Use in the EFL Classroom...13	
2.4.2 Teachers’ Attitudes towards L1 Use in the EFL Classroom.....	14
2.4.3 Students’ Attitudes towards L1 Use in the EFL Classroom.....	15
2.5.0 The amount of L1 Use in the EFL Classroom.....	16
2.5.1 Teacher Talk in the EFL.....	17
2.5.2 Student Talk in the EFL.....	18
2.6.0 Reasons for Using L1 in the EFL Classroom.....	19
2. 6.1 Teachers' Reasons for Using L1 in the EFL Classrooms.....	19
2. 6.2 Students' Reasons for Using L1 in the EFL Classrooms.....	22
2.7.0 Factors Affecting L1 Use in EFL Classroom.....	23
2.7.1 Gender.....	23
2.7.2 Level of proficiency.....	24
2.7.3 Students' Age	25
2.8 Summary.....	26

Chapter Three

Methodology

3.0 Introduction.....	27
3.1 Participants.....	27
3.1.1 Students.....	27
3.1.2 Teachers.....	27
3.1.3 Interviewees.....	27
3.2 Data Collection.....	28
3.2.1 Questionnaire	28
3.2.1.1 Teachers' Questionnaire.....	29
3.2.1.2 Students' Questionnaire.....	29
3.2.1.3 Validity of the Questionnaire.....	31
3.2.2 Classroom Observations.....	31
3.2.3 Interviews.....	31
3.2.4 The Poilt Study.....	32
3.4 Data Analysis.....	32
3.5 Summary.....	33

Chapter Four

Results and Discussion

4.0 Introduction.....	34
4.1 Reliability of the Questionnaire.....	34
4.2 Results related to Demographic Data.....	34
4.3 Analysis of the Questionnaire.....	35
4.3.1 Analysis of Teachers' Questionnaire.....	35
4.3.2 Analysis of Students' Questionnaire.....	42
4.4 Analysis of the Open-Ended Questions.....	49
4.5 Analysis of the Classroom Observations	50
4.6 Analysis of Interview Data.....	52
4.7 Discussion.....	54
4.8 Conclusion	56

Chapter Five

Conclusion and Recommendations

5.1 Introduction.....	57
5.2 Conclusion.....	57
5.3 Recommendations.....	58
5.4 Suggestions for Future Research.....	59
References.....	61
Appendixes	68
Appendix 1.....	68
Appendix 2.....	70
Appendix 3.....	72
Appendix 4.....	75
Appendix 5.....	92
Appendix 6.....	97
Appendix 7.....	98

List of Appendixes

Appendix 1: Teachers' Questionnaire.....	68
Appendix 2: Students' questionnaire.....	70
Appendix 3: Translation of students' questionnaire.....	72
Appendix 4: Lesson transcripts.....	75
Appendix 5: Students' and teachers' use of Arabic in the primary English classroom as observed in the classroom observations.....	92
Appendix 6 :Interview Questions.....	97
Appendix 7: Examples of Interview Notes.....	98

List of Tables

Table (4.1): Demographic Data of the teachers.....	34
Table (4.2): Demographic Data of the students.....	35
Table (4.3): Means and standard deviations of using Arabic in the primary English classroom by both teachers and students from teachers' point of view.....	36
Table (4.4): Means and standard deviations of teachers' attitudes toward using Arabic in the primary English classroom in order according to their importance.....	36
Table (4.5): Means and standard deviations of teachers' reasons for using Arabic in the primary EFL classroom in order according to their importance.....	38
Table (4.6): Means and standard deviations of students' reasons for using Arabic in the primary English classroom in order according to their importance.....	39
Table (4.7): Results of independent t-test for differences using Arabic in the primary EFL classroom due to gender.....	40
Table (4.8): Differences in using Arabic in the primary EFL classroom due to English teaching experience.....	41
Table (4.9):): Means and standard deviations for using Arabic in the primary English classroom due to English teaching experience.....	41
Table (4.10): Means and standard deviations of using Arabic in the primary English classroom by both teachers and students from students' point of view.....	42
Table (4.11): Means and standard deviations of the students' attitudes toward using Arabic in the primary English classroom in order according to their importance.....	43
Table (4.12): Means and standard deviations of teachers' reasons for using Arabic in the primary English classroom in order according to their importance.....	44
Table (4.13): Means and standard deviations of students' reasons for using Arabic in the primary English classroom in order according to their importance.....	45

Table (4.14): Results of independent t-test for differences using Arabic in the primary EFL classroom due to students' gender.....	46
Table (4.15): Differences in using Arabic in the primary EFL classroom due to students' level of English proficiency.....	47
Table (4.16): Tukey's test for the differences in using Arabic in the primary EFL classroom due to students' level of English proficiency.....	48
Table (4.17): Numbers, means, and std. deviation of the differences in using Arabic in the primary EFL classroom due to students' level of English proficiency.....	48
Table (4.18) Number of times and purposes for which Arabic language was used in the primary English classrooms by teachers.....	50
Table (4.19) Number of times and purposes for which Arabic language was used in the primary English classrooms by students.....	51

CHAPTER ONE

INTRODUCTION

L0 Introduction

The use of the mother tongue has long been argued in English language teaching (ELT) and the argument over whether students' native language should be included or excluded in English language classrooms has been a controversial issue. On the one side, it is believed that teaching English monolingually will increase the learning of the language, regardless of whatever other languages the learner may know (Phillipson, 1992; Harbord, 1992; Weschler, 1997 and Cook, 2001). On the other hand, a positive contribution to English learning can be fulfilled through teaching English bilingually if L1 is used at appropriate times and for appropriate reasons (Harmer, 2001; Auerbach, 1993; Cameron, 2001; Nation, 2003 and Tang, 2002).

Much has been written about the disadvantages of using L1 in the L2 classrooms. For example, Krashen (1985) asserts that using the mother tongue in the EFL classroom prevents the students from acquiring the valuable input in the L2. Phillipson (1992) - who has postulated the monolingual fallacies - formulated two inter-related tenets: "English is best taught monolingually" and "The ideal teacher of English is a native English speaker" (185). Both tenets support his belief that the teaching of English as a foreign or second language should be completely through the medium of English since the mother tongue is a hindrance in the L2 language learning.

Cook (2001) also strongly supports the monolingual approach, so she claims that using L2 only creates successful learning, especially if the learners realize that their maximum exposure to English will develop their capabilities in the target language. In the same view, Deller and Rinvolutri (2002) do not support the random use of the native

language and warn the language teachers of the negative effects of its over-use in the EFL classroom.

Contrary to the argument that using the mother tongue will harm the progress of the L2 learning, many studies argue that its use helps the students learn the L2 more effectively. According to Celce-Murcia (1991) and Hadley (2001) students' native language usually plays an important role in most popular English language teaching methods.

Cole (1997) asserts that at the beginning and low levels, it may be helpful to use the mother tongue since the students at this stage have no knowledge about the L2. He also adds that L1 is justified to be used for different reason, e.g. it can be used to introduce the major differences between the L1 and the L2, to save a lot of guessing, to motivate students and to reduce their anxiety. Moreover, he emphasizes that abstract words or vocabulary items which are difficult to explain in the students' L1 are better translated.

Meyer (2008. p, 7) indicates that the mother tongue can play a positive role rather than a negative one in L2 learning, depending on the similarity of the two languages i.e. some languages share words, "cognates", and may be have the same structure, and in this case, the advantage of using the mother tongue will be noticed . Miles (2004) also indicates that limited use of the native language can actually facilitate the learning of an L2, and does not hinder it.

The issue this study is going to examine in more detail is whether or not the use of the mother tongue (Arabic) in the EFL classroom by the teacher, the students, or both hinders the learning of the foreign language (English) or facilitates it.

1.1 Statement of the Problem:

There is a controversy between supporters of using L1 in the EFL classroom and those who are against using it. Some EFL teachers in Palestine overuse Arabic in teaching

English, and others try to stick to using English only. Therefore, there is a need to investigate this issue.

1.2 Objectives of the Study

1. To investigate the amount of time Arabic is used in the primary English classrooms
2. To investigate the students 'and teachers' attitudes towards using Arabic in the primary English classrooms
3. To investigate the reasons teachers and students use Arabic in the primary English classrooms
4. To investigate which gender uses Arabic more in the primary English classrooms
5. To investigate the relationship between years of English teaching experience and teachers' use of Arabic
6. To investigate the relationship between students' Level of English proficiency and their use of Arabic

1.3 Research Questions

1. How much Arabic is used in the primary English classroom?
2. What are the attitudes of teachers and students toward using Arabic in the primary English classroom?
3. What are the teachers ' and students' reasons for using Arabic in the primary English classroom?
4. Which gender uses Arabic more in the primary English classroom?
5. What is the relationship between years of English teaching experience and teachers' use of Arabic use of Arabic?
6. What is the relationship between students' Level of English proficiency and their use of Arabic?

1.4 Hypotheses

1. The use of Arabic in the primary English classroom is an unavoidable phenomenon, it is often used.
2. The attitudes of the students and teachers towards using Arabic in the primary English classroom are generally moderate.
3. In the primary English classroom, using Arabic to translate abstract words is the most common reason for using it amongst the teachers and the students.
4. There are no significant differences in using Arabic in the primary EFL classroom due to gender.
5. There are no significant differences in using Arabic in the primary EFL classroom due to English teaching experience.
6. There are no significant differences in using Arabic in the primary EFL classroom due to students' level of proficiency.

1.5 Significance of the Study

To the best of my knowledge, this study would be the first to be conducted in Palestine which discusses using Arabic in the primary EFL classrooms. The study might help in solving the debate about using or not using Arabic in teaching English. Moreover, it might help the teachers realize the students' needs and make some better judgments concerning using Arabic more appropriately to facilitate their learning.

1.6 Limitations of the Study

This study is concerned with EFL teachers' and students' attitudes towards using

Arabic in the primary English classrooms at governmental schools in Hebron during the second semester of the academic year 2011-2012. So the generalization of the results will be limited to this population and to the instruments used in this study.

1.7 Definitions of Terms and Acronyms

The following terms and acronyms will have the associated meaning whenever encountered in this thesis:

EFL: English which is learned like other subjects in the school curriculum for operational purposes.

L1: refers to the native language, the first language or the mother tongue. In this case L1 means the Arabic language.

L2: refers to the second or the foreign language. In most cases, both terms refer to the English language.

Interference: the negative effects of the first language (Arabic) on the second language (English).

Bilingual approach: L1 should be the medium in L2 teaching.

Monolingual approach: the teaching of English as a foreign or second language should be performed through the medium of English.

1.8 Summary

In this chapter, the researcher introduces the views of those who support using L1 in the EFL classroom and those who are against using it. As well, the statement of the problem, the objectives of the study, the research questions, the hypotheses, the significance of the study, the limitations of the study and the definitions of terms and acronyms are also presented.

1.9 Organization of the Chapters

The thesis is organized into five chapters. These chapters are briefly described below.

Chapter One provides background information about the views of those who support using L1 in the EFL classroom and the views of those who are against using it. The statement of the problem, the objectives of the study, the research questions, the significance of the study, the limitations of the study, the definitions of terms and acronyms, and finally the organization of the study are also provided. Chapter Two is devoted to the literature review on current research related to the use of students' first language in the L2 classroom. Chapter Three describes the research design and the methodologies employed for carrying out the study. It provides detailed information about the participants, the instruments used for collecting the data, the pilot study and finally data analysis techniques. Chapter Four presents the findings and analysis of the data collected through the questionnaire, the interviews and the classroom observations. Chapter Five presents the conclusion, recommendations of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter focuses on the previous studies that are meant to provide background information on the use of students' first language in the L2 classroom. Firstly, it presents the status of English in Palestine. Secondly, it discusses the role of L1 in major ELT methodologies. Thirdly, it gives an insight into theoretical and practical research favoring or not favoring the use of L1. Fourthly, it deals with some studies on the amount of L1 teachers and students use in the English class. It also discusses teachers' and students' perceptions of L1 use in the classroom and their reasons for using it. Finally, the gender of the teachers and the students, their levels of proficiency and students' age are factors that may affect their use of L1 in the EFL classroom.

2.1 English in the Palestinian context

The compulsory educational system in Palestine is divided into two stages: basic education which starts from 1st to 10th grade, and secondary education which covers the 11th and the 12th grades, and these two stages are applied in both governmental and private schools.

As mentioned by Shehadeh and Dwaik (2009), in the year 2000, an early start English program was applied by the Palestinian Ministry of Education to introduce English from the first grade at all types of schools in the West Bank and Gaza Strip. Before the year 2000, only private schools -which have more freedom in syllabus choice- used to introduce the English language from the first grade, excluding public and UNRWA schools in which English was taught from the fifth grade, using the PETRA series which was developed by the Jordanian

Ministry of Education.

English as a foreign language in Palestine is a communicative course; however, it is taught as a school subject only like other subjects in the syllabus, and it is not commonly used as a means of communication (Al-Mutawa & Kailani, 1989).

The number of weekly English lessons is three to five, and each one lasts 40 minutes; thus, it could be said that students are not exposed to sufficient English due to the limited number of English classes, and they don't have the chance to use English outside classrooms. As a result, teachers are often the only proficient speakers and input providers of English for students.

2.2.0 The Use of the L1 in Major ELT Methodologies

"To use or not to use the mother tongue was one of the thorniest problems in language teaching methodology throughout the twentieth century" (Medgyes, 2001).

Nazary (2008) asserts that, in the field of (ELT), there are three common classifications of methods which deal with the role of L1 in the EFL classroom: Traditional methods (Grammar Translation Method, Direct Method, and Audiolingual Method), Alternative methods (Silent Way, Suggestopedia, Total Physical Response, and Community Language Learning) and current Communicative Methods. As shown by Mukattash (2003), only the grammar-translation method, the direct method and the communicative approach have been applied in most Arab countries.

2.2.1 The Grammar-Translation Method (GTM)

The major purpose of the (GTM) which was carried out in the 18th and 19th centuries was to help students understand their L1 better through translation and analysis of the grammar of the L2 (Hadley, 2001). As Celce-Murcia (1991) indicates, in the GTM there is little use of L2 and the instruction is given in the students' mother tongue. According to

Hamdallah (1999), this method depends heavily on translating to the student's native language. Cook (2003) also asserts that in this traditional method, the students' L1 facilitates the process of acquiring the L2. Moreover; he argues that the use of the students' and teachers' shared L1 should be valued to help students understand the target language effectively. Later, Weschler (1997) designed a modified version of GTM called "Functional–Translation" method. He believes it is a functional method, because L1 use helps students understand and convey the meaning of the ideas in a meaningful way, and it is translation method because it encourages students to use their L1 freely.

2.2.2 The Direct Method (DM)

Early in the twentieth century, much time and energy was spent by methodologists to support their belief that all language teachers should avoid using L1 while teaching (Richard & Rodgers, 1986; Celce-Murcia, 1991 and Auerbach,). As cited by Harmer (2001,p. 131), the idea of avoiding L1 in the English classroom started from the " advent" of the Direct Method which has called for focusing on the L2 to help the students use it fluently rather than using their mother tongue to talk about the target language. Hadley (2001) asserts that the direct method arose as a reaction to the GTM which cannot prepare learners for authentic language situations. Richard & Rodgers (1986); Celce-Murcia (1991); Harbord (1992); Auerbach (1993); Hadley (2001) and Cook (2003) highlight that this method is based mainly on the belief that L2 must be taught through the imitation of the L1 teaching, since humans learn any language in the same way.

2.2.3 The Communicative Language Teaching (CLT)

The Communicative Approach, which is one of the most popular language teaching methods today, appeared first in the 1970s and the 1980s (Hamdallah, 1999 and Hadley, 2001).

It has raised the ban on using L1 in the L2 learning; however, limited L1 use is allowed in the EFL classroom (Richard & Rodgers, 1986; Celce-Murcia, 1991; Auerbach, 1993 and Hamdallah 1999). As Hadley (2001) states in the CLT "judicious use of the native language is acceptable where feasible" (p.117). Larsen -Freeman (2000) indicates that L2 should be the medium for classroom communication in order to help the students develop their communication skills. According to Hamdallah (1999, p.288) in the communicative approach students' L1 is the "backbone" to the L2.

To sum up, a critical look at Communicative Language Teaching applied in Palestine tells us that it gives little or no attention to the role of L1 in the EFL classroom.

Larsen-Freeman (2000) and Hadley (2001) support L1 use and present a very brief description of its role in various ELT methods. They assert that L1 is allowed to be used in the Grammar -Translation method to make the meaning of the L2 clear. They indicate that L1 use in the Direct method, in the Silent way method and in the Audiolingual method should be excluded from the EFL classroom to develop in students the same abilities that native speakers of English have. They also summarize that L1 accompanied by body movements are usually used initially in the Total Physical Response to facilitate the understanding. In Suggestopedia, L1 is used in the class when necessary to make the meaning of the dialogue clear. In Community Language Learning, making students feel less stressed is primarily enhanced by using their L1.

2.3.0 L1 use in the EFL classroom

Two arguments have emerged regarding L1 use in the EFL classes.

2.3.1 Arguments against Using L1 in the EFL classroom

Although the English only movement has been opposed, its supporters still determine to use English as the medium in the EFL classroom.

One common argument against L1 use is interference from the native language. Dulay, Burt & Krashen (1982) as cited in (Al-Harbi, 2010, p. 145) define the interference "as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language". According to (Richard, 1971 and Cook, 2001), interference is a major source of difficulty in the target language learning and to avoid that, the separation of L1 and L2 should be made. Harbord (1992) also supports the separation of L1 and L2, and he concedes that overusing L1 makes students believe that word for word translation is a useful technique; consequently, they will work towards transferring meaning in learning the L2.

A further argument is that using L1 might affect students' learning process negatively, since it reduces the exposure learners get to the L2 and reduces their opportunities for using the target language (Polio & Duff, 1994; Turnbull, 2001; and Deller & Rinvoluceri, 2002). Krashen and Terrell (1983) indicate that L1 use should not be included in the English classroom to increase students' exposure to the foreign language, since students acquire the target language through the same way they acquire their L1. Kharma and Hajjaj (1989) in their study of Arab learners of English in the Gulf region conclude that students should be exposed to the L2 since the aim of the FL teaching is to "approximate near-native competence" (p. 228). They also add that L1 use hinder L2 fluency, reduces motivation, and makes learners believe that L1 is useful to learn the L2.

Phillipson (1992) argues that "the more English is taught the better the results" (p.185). In agreement with the previous view, Auerbach (1993) also indicates that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it and begin to think in English" (p. 14). Similarly, Polio & Duff (1994) show that using L1 "prevents students from receiving input they might be exposed to in social situations outside the classroom" (p. 322).

2.3.2 Arguments for Using L1 in the EFL classroom

The monolingual approach has been criticized by researchers, teachers, and students, who believe that limited use of the L1 is a very natural and useful tool in the L2 classroom. Thus, many researchers have thought of ways to use L1 into the EFL teaching effectively (Auerbach, 1993; Schweers, 1999; Cook, 2001, Deller & Rinvoluceri, 2002; Tang, 2002; Mukattash, 2003 and Al-Nofaie, 2010). Atkinson (1987) strongly supports that students' mother tongue shouldn't be completely ignored in the English classes since "the use of L1 can be very effective in terms of the amount of time spent explaining" (p. 242). According to Auerbach (1993, p. 18), "when the native language is used, practitioners, researchers, and learners consistently report positive results".

As shown by Harbord (1992); Auerbach (1993) and Deller & Rinvoluceri (2002), L1 represents a powerful source that can be used to enhance the L2 learning. In this situation, there is a considerable amount of literature which strongly suggests that the mother tongue can play a supportive and facilitating role in the EFL classroom as a valuable linguistic resource, and consequently, it should not be totally avoided (Schweers, 1999; Nation, 2003 and Butzkamm, 2003).

Mukattash (2003) holds that "the native language can be used as a teaching technique particularly in those areas where there is marked discrepancy between L1 and EFL system" (p. 224). He also points out that using the mother tongue facilitates the learning of the new language. Harmer (2001) also notes that L1 use is a quick and helpful technique in teaching the L2.

Medgyes (2001, p. 436) pronounces that "non- native English teachers benefit from their ability to use the students' mother tongue as a powerful teaching and learning tool". A similar opinion is provided by Tang (2002) who indicates that limited use of the native

language in the English classroom does not reduce students' exposure to English, but rather it facilitates the processes of learning and teaching.

According to Sharma (2006), the total prohibition of the students' L1 in the EFL classroom may deprive the students of certain opportunities to learn the L2 efficiently. Al-Harbi (2010) also argues that using L1 in the English classroom is a useful tool; therefore, teachers should show the similarities and differences between the students' native language and the target language, especially for beginner and intermediate students. She also adds that by making students aware of the relationship between L1 and L2, they may start learning the L2 easily. Furthermore, she indicates that by using L1 in the English classes, certain errors could be minimized, and the students may be able to recognize and correct themselves when such errors take place.

It could be concluded that the principle in teaching English should be "Use English where possible and L1 where necessary" (Atkinson, 1993) as quoted in (Weschler, 1997, p. 4).

2.4.0 The Attitudes towards Using L1 in the EFL classroom

The studies which have considered the attitudes toward L1 use in EFL classroom can be classified into three categories: Those which investigate the attitudes of both learners and teachers, those which investigate the attitudes of language teachers and those which investigate the attitudes of language learners.

2.4.1 Teachers' and Students' Attitudes towards L1 Use in the EFL Classroom

Little research has been done on students' and teachers' attitudes toward using their L1 in the EFL classroom (Kim & Petraki, 2009). As stated by Al-Alawi (2008), exploring teachers' and students' attitudes is essential to understand their language choice.

With respect to students' and teachers' attitudes towards L1 use, Schweers' (1999) study showed that the majority of the Spanish EFL teachers and students agreed that L1 should be used sometimes as a natural language facilitating strategy. Tang (2002) carried out a similar research in a Chinese context with 100 students and 20 teachers. The result also showed that both teachers and students responded positively to L1 use as a supportive teaching technique. Sharma (2006) investigated the attitudes of Nepali teachers and students towards the use of the native language in the EFL classroom. All respondents preferred the occasional use of L1 in the English classes. They also reported that judicious use of mother tongue is justified because it helps students learn English better.

Kim and Petraki (2009) also examined Korean students' and teachers' attitudes towards their use of the native language in the L2 context. The findings indicated that L1 plays a helpful role in the language classroom, especially in the early stages. They added that both Korean students and teachers agreed on the usefulness of L1 while English native-speaking teachers emphasize the importance of using L2 exclusively. The result of AL-Nofaie's (2010) study which explored the attitudes of Saudi teachers and students towards employing Arabic as a facilitating tool in English class revealed that the participants preferred using Arabic in certain situations and for specific reasons.

2.4.2 Teachers' Attitudes towards L1 Use in the EFL Classroom

Teachers' attitudes towards L1 use have been examined in different countries with varied results (AL-Nofaie, 2010). Al-Buraiki (2008) carried out a study to investigate the Omani English teachers' attitudes in basic education school. The result showed that the teachers believed that L1 has a positive role to play in teaching the young learners. The results of Crawford's study (2004) concerning the primary level as cited in Al-Nofaie (2010) showed that 54 % had "reservations" in using L1 as the main medium of teaching.

Jadallah & Fuad (2010) have also interviewed five English instructors to investigate their attitudes towards Arabic use in the EFL classrooms. All of them agreed that using Arabic in EFL teaching is acceptable since they believed that there are some reasons in which Arabic can be helpful e.g., clarifying the abstract words, making students feel more relaxed, saving the class time and checking understanding instructions.

Two studies conducted in Palestine should also be noted here. Tushyeh (1990) as cited in Hamdallah (1999) carried out a study using a questionnaire dealt with the English language teaching situation in the West Bank and one item in the questionnaire dealt particularly with the use of Arabic in English language teaching at schools and universities in the West Bank. He distributed it to two-hundred and thirty-one English language teachers from governmental, private, and UNRWA schools. The result of the questionnaire indicated that the participants agreed with the tenet of the communicative approach which allows limited use of L1.

Qadumi (2007) investigated 80 English language teachers' attitudes toward using Arabic in the EFL classroom in Qalqilya city and the villages around. He concluded that English language teachers in Qalqilya district have positive attitudes toward using Arabic in certain situations when they feel that using Arabic is necessary.

2.4.3 Students' Attitudes towards L1 Use in the EFL Classroom

The students' attitudes towards L1 use and towards English play the most important role in their learning of English (Vanichakorn, 2009). Consequently, exploring their attitudes and "the degree of awareness" toward the use of their mother tongue in their English classrooms should be taken into account as well as teachers' perspectives in order to compare the similarity between students' and teachers' views concerning using L1 in the L2 classroom (Nazary, 2008. p, 149).

Much research has investigated students' attitudes towards the use of L1. For example, in a survey of 160 learners, Critchley (2002) investigated their attitudes towards using Japanese in their English classroom. He concluded that the participants preferred the teacher to use their language. He added that 87% of them agreed that L1 should not sometimes be used to help the students practice the target language in the pedagogical activities.

Prodromou (2000) investigated 300 Greek students of English regarding L1 use in the monolingual classroom at three levels: beginner, intermediate and advanced. The findings indicated that L1 use did not receive much amount of support from the different level groups. Similarly, in Nazary's (2008) study, the result showed that most students reported a negative view and rejected L1 use. On the contrary, in Kang's (2007) research, the majority of the primary students reported positive attitudes and accepted L1 use; moreover, they added that their teachers should also use their mother tongue to understand the target language effortlessly.

2.5.0 The Amount of L1 Use in the EFL Classroom

A body of research about how much L1 is used in the EFL classroom by both teachers and students with different kinds of data, including questionnaire, interviews and observation of lessons, has been carried out in different contexts and has generated two different opinions:

On the one hand, it is argued that L2 is best learned through the exposure to the language itself (Polio & Duff, 1994; Turnbull, 2001; Deller and Rinvolutri, 2002). Krashen (1985, p. 2) states that the whole lesson should be taught in the L2 as much as possible. He also adds that learners need to be exposed to "comprehensible input" of L2 which contains structures that are a little bit beyond their current level of "competence" to acquire a second

language "subconsciously". A similar belief is held by Cook (2001) who indicates that the quantity of L2 should be maximized to create an English atmosphere.

On the other hand, L2 could be learned by using limited amount of the students' L1 (Harbord, 1992; Auerbach, 1993; Schweers, 1999; Nation, 2003 & Butzkamm, 2003). In this regard, much research has focused on the amount of time L1 is used in the EFL classroom. Atkinson (1987) confirms that L1 should not be used more than 5% of the time in the L2 classroom by both teachers and their students. In Schweers' (1999) study, the participants asserted that between 10% and 39% of their class time should be explained in L1. In Critchley's (2002), Tang's (2002) and Sharma's (2006) studies, the results showed that the participants preferred L1 to be used more than 50% of the time.

Jadallah & Fuad (2010) recommend that limited extent of students' mother tongue be used in the L2 classroom for appropriate reasons, at the same time; they recommend that L1 use shouldn't prevent the students from exposure to the foreign language.

2.5.1 Teacher Talk in the EFL

Teacher talk in the EFL classroom has always received focus, and it has been widely researched. One of the main reasons for the interest is that EFL classroom and teachers are the only and the primary resources of the L2 for EFL students (Polio & Duff, 1994 and Schweers, 1999). Cook (2001) says that using L2 in the foreign language classroom by teachers is very important since their input has crucial role for students to learn English, so they should try their best to provide English input to their students. Schweers (1999) also points out that if the teacher uses L2, the learners will use it also, and this will create the opportunity for them to interact with their teachers and peers. In Turnbull's (2001) study, the researcher also agrees that teachers in their classes should maximize L2 use.

Al-Shidhani (2009) explored the amount of Arabic used by Omani English teachers in English classes and he found that over 90% suggested that teachers should speak English as much as possible. However, Song (2009) asserts that if teachers share the same mother tongue with their students, they may hardly avoid the use of L1. For example, in Tushyeh's (1990) study as cited in Hamdallah (1999), the results showed that the majority of the teachers indicated that they always use Arabic in teaching English. Adding to this, Al-Nofaie (2010) concluded that 16.7% of the students preferred their teacher to use Arabic always in English classes, 13.3% wanted their teacher often to use L1, 40% required L1 from time to time and 13.2% didn't want L1 to be used at all by teachers.

The researcher argues that in classes where learners all share the same first language, teachers need to encourage learners to use the L2 as much as possible to achieve real communication in FL classrooms, since teachers are usually the students' primary source of linguistic input in the target language.

2.5.2 Student Talk in the EFL

Student talk is also important in the EFL classroom; therefore, students should receive as much opportunity to speak English as possible to practice English as a conversational tool. According to Phillipson (1992), the more students practice English, the better English speakers they become. In Cook's (2001, p. 412) study, she asserts that "students should be shown the importance of the L2 through its continual use" because they have little exposure to L2 outside the classroom. Turnbull (2001) also supports maximum teachers' use of the L1 since the amount of L2 input used by the teachers helps learners develop their L2.

In spite of these studies which encourage maximizing the L2, other studies point out that the majority of the students were in agreement that a large amount of their talk should be spent in L1. For example, In Tang's study (2002) the result indicated that 70% of the class

from students' point of views should be in Chinese. Furthermore, between 53% and 66% of students in Prodromou's (2000) study highlighted that students should sometimes use their L1.

2.6.0 Reasons for Using L1 in the Primary English classroom

A number of reasons for using L1 in the EFL classroom have been discussed in the literature, and several studies have shown that the occasional use of L1 by both students and teachers facilitates both teaching and learning of L2 (Prodromou, 2000 ; Cook, 2001 and Tang, 2002).

2.6.1 Teachers' Reasons for Using L1 in the EFL Classroom

Several studies have been carried out in different countries to investigate areas in which teachers can take advantage of their students' first language (Song, 2009 and Al- Nofie, 2010).

The notion of L1 serving as "a time –saving device" is the most frequent justification given by teachers for LI use (Atkinson, 1987. p, 422) cited in (Harbord, 1992). Similarly, Shimizu (2006, p. 77) indicated that "time-saving" is one of the principle arguments why researchers are in favor of using LI. As Turnbull (2001) stated, "I know from my personal experience that it is tempting to use the L1 to save time"(p.536). Auerbach (1993); Schweers (1999) and Prodromou (2000) also agree that saving time is a justified reason for using L1 especially at lower levels. According to Harbord (1992, p.352), teachers' use of L1 to save time provides opportunities for "real teacher-student communication" in L2 classroom.

Another significant reason for teachers' use of the students' mother tongue in the L2 classroom is to achieve natural communication between them and their students. Harbord (1992, p. 352) argues that "facilitating teacher-student communication", and "facilitating teacher-student rapport" are two basic objectives for the teachers' use of students' L1 in the

EFL classroom. In accordance with the previous view, Auerbach (1993) indicates that achieving a good relationship between students and teachers is a desirable aim that can be fulfilled through L1 use. Nation (2003) indicates that it is easier and more communicative to use L1 in the EFL classrooms to facilitate communication between students and teachers. Additionally, Miles (2004) considers that L1 should be used in the EFL classroom in order not to create a barrier between the students and the teachers.

L1 is also acceptable to be used in the EFL classroom by teachers to convey the meaning of an unfamiliar word, to clarify abstract word, and to explain difficult concepts (Cole, 1997; Cook, 2001; Butzkamm, 2003 and Meyer, 2008). Turnbull (2001) concurs with the opinion that “it is efficient to make a quick switch to the L1 to ensure that students understand an unknown word” (p. 535). As shown by Meyer (2008), the absence of L1 when explaining the unfamiliar concepts can raise the level of anxiety among students.

An additional considerable reason for L1 use in L2 classroom is that, using the mother tongue increases the sense of security to English learning and leads to more rapid development (Auerbach, 1993; Schweer, 1999; Nation, 2001 and Butzkamm, 2003). Auerbach (1993) points out that starting with L1 in the EFL classroom provides a sense of security. Similarly, Cole (1997) and Meyer (2008) also support the idea that L1 can provide students with more security especially at the beginning and low levels. As shown by Hamdallah (1999, p, 290), L1 use has "psychological advantages" for both teachers and students since it provides rest from using the target language for long time, and it reduces anxiety at moments of emotional stress especially with the beginners. Nazary (2008) also asserts that EFL students will perform more efficiently when they find their teachers and classmates are close and their classroom is less threatening.

Asking students few questions about their lesson by using their mother tongue to check how far they have comprehended the language in the EFL classroom is another way

the students' L1 can be useful (Shimizu, 2006; Richards & Rodgers, 2001; Nazary, 2008 and Al-Nofie, 2010). According to Harbord (1992), checking students' comprehension by using their native language is a strategy to avoid misunderstanding. Schweers (1999) and Meyer (2008) also have the same opinion that it is important for teachers to use students' native language to make sure that their students have understood the explained lesson.

Motivating students by using L1 has received much interest in literature. Hamdallah (1999, p. 290), for example, emphasizes that in order to keep the learner's motivation in an "ideal circle", appropriate use of L1 in EFL classroom could be used. He adds that using L1 to motivate students encourages them to express their ideas since it has a direct influence on the "psychological pressure". However, he concludes that when learners' ability of L2 increases, it is necessary to minimize the use of L1. Critchely (2002) indicates that with lower level learners, "teachers should use L1 when appropriate to build positive and mutually supportive relationships that will promote student motivation" (p. 3). Butzkamm (2003) asserts that students become more motivated to communicate in L2 by using L1 inside the classroom since L1 use makes them feel more comfortable.

It is also commonly agreed in the literature that L1 could be used by EFL teachers to give complex instructions to early levels (Harbord, 1992; Auerbach, 1993; Schweers, 1999 and Prodromou, 2000). In Cook's (2001); Shimizu's (2006); Nazary's (2008) and AL-Nofaie's (2010) studies, the findings revealed that a large number of teachers' favorite choice for giving complex instructions was by using the students' mother tongue. Harbord (1992) emphasized that giving class instructions by using L1 is an important point to achieve and facilitate communication between teachers and students. According to Cook (2001), managing the classroom is always fulfilled through using L1 for giving instructions.

The mother tongue can also be a powerful tool to manage EFL classroom more effectively (Cook, 2001; Shimizu, 2006 and Nazary, 2008). In Tang's (2002) study, L1 was

mainly used for classroom management. The result of Kang's (2007) study concerning elementary school EFL teachers showed that the teachers used L1 exclusively for classroom management. As stated by Nation (2003), teachers' use of L1 to manage the classroom may give students a great deal of comprehensible input.

2. 6.2 Students' Reasons for Using L1 in the EFL Classrooms

Using L1 in the EFL classroom by students is a natural thing, and there is no doubt that students will use their L1 in the L2 class regardless of their teacher's reaction (Harmer, 2001). Del Mar, Viano & Orquin (1982) as cited in Harbord (1992) argue that beginner students use their L1 unconsciously without being encouraged by their teachers. Therefore, students' need for L1 should be controlled by creating awareness among them to recognize that their mother tongue is not always permissible since the use of the target language in the L2 classroom is very important (Harbord, 1992 and Harmer, 2001). In this respect, learners' reasons for using their native language in EFL classrooms language will be presented.

A major reason for students' use of their L1 in L2 classroom is to express themselves clearly in English. Harbord (1992) states that students use their L1 to speak to the teacher when they are quite incapable of expressing what they mean. In Kharma and Hajjaj's (1989) study, 81% of the Arab students were in favour of using L1, especially when they could not express their ideas in L2. According to Weschler (1997), Schweers (1999) and Nazary (2008) by allowing students to use L1, shy learners and those who feel they are not as proficient as their classmates will be encouraged to express themselves.

L1 can be positively used in the classroom by student while working in groups or pairs in the classrooms (Cameron, 2001 and Nazary, 2008). According to Harmer (2001) and Cook (2001), when students are working in groups, it is better if they use little L1, and it is the best if they try to communicate in L2. Morahan (2002. p, 2) points out that students use

L1 while working in groups or pairs in order to ask each other some questions, to explain meaning of difficult words in L2, to find new words in L2 which correspond to words already known in L1, and in order not have the feeling of "frustration" they might have within their L2 classroom.

2.7.0 Factors Affecting L1 Use in the EFL Classrooms

2.7.1 Gender

In terms of exploring the relationship between gender and L2 learning, several studies provided evidence that female students at all levels are better at L2 learning than males (Boyle, 1987; Nyikos, 1990 and Ellis, 1994). Burstall (1995) carried out a longitudinal research; she based her conclusions on 6000 children who were studying French as L2 at English primary schools. She reported that female students did better than male students, at the same time; she noticed that females had more positive attitudes towards learning the L2.

Gardner and Lambert (1972) also found that female students used L2 more and had more favourable attitudes than male students. The result of Demir's (2005) study which included 45 male and female students also showed that girls had more positive attitudes towards using the L2. However, Bacon (1992) as reported in Demir (2005) found that there was no difference between males and females students in the use of the native language in the L2 classrooms.

Teacher's gender may also be an important factor that affects L1 use in EFL classroom. Qadumi (2007) indicates that female teachers strongly support the idea of avoiding the native language; he adds that female teachers are more committed to the supervisors' advice. Nevertheless, in his study there were no significant differences in the attitudes toward using the mother tongue by male and female teachers. A similar result is held by Gahin and Myhill (2001) who found that there were no statistically significant differences

between the participants due to the teachers' gender in the use of the L1 in the EFL classroom.

2.7.2 Level of Proficiency

There is a positive relationship between low levels of L2 proficiency and the students' use of L1 in the EFL classroom (Weschler, 1997; Cook, 2001; Nation, 2003 and Al-Nofaie, 2010). Atkinson (1987) agrees that the students' level is an important factor that should be considered to reach a balance between L1 and L2 in the learning process. Piasecka (1988) also indicates that the amount of students' native language use in the L2 classroom should be based on their level of proficiency in English. However; she points out that the amount of L1 use should be decreased when students' level of proficiency increases.

According to Schweers (1999), to improve students' English, it is allowed to use a small amount of their L1 in the EFL classroom. A similar view is held by Tang (2002) who asserts that the use of the mother tongue improves the students' L2 proficiency. Nunan and Lamb (1996) as reported in Auerbach (1993) contend that at lower levels of English proficiency, especially with elementary learners, it may be helpful to use the students' L1 to help them express themselves in the L2. Al-Hinai (2006) investigated Omani teachers of English, and he found that Arabic was widely used in the English classes, and the main reason teachers gave for this was learners' low level of proficiency in English.

As indicated by Nazary (2008), students with different levels of language proficiency showed different attitudes toward the L1 function in the EFL classroom. In accordance with the previous view, Mouhanna (2009) concludes that after surveying 124 students from three levels of English proficiency, the students displayed different needs for L1 use depending on their levels of proficiency,

Teachers' English proficiency is also a significant factor that may affect their L1 use in the L2 classroom. Kamhi-Stein & Mahboob (2003) conclude that the higher the teachers' proficiency in English, the more English they used in the classroom. However, Duff and Polio (1994) found that, for 13 teachers of different language families, teachers' proficiency level didn't affect the amount of L1 and L2 use. They also added that a lack of experience is the reason why teachers use students' L1. Qadumi's (2007) study also showed that there is no significant difference at English teachers' attitudes toward using Arabic in the EFL classroom due to the teachers' educational qualifications. In his study, B.A and higher degree holders have positive attitudes toward using Arabic in the EFL classroom for different situations such as: classroom management, clarification of abstract words and giving instructions.

2.7.3 Students' Age

Students' age is a factor that teachers have to take into consideration when they decide to use students' mother tongue (Connick-Hirtz, 2001) as cited in (Nazary, 2008).

It is argued that young students learn the L2 with ease, and this belief is supported by "the critical period hypothesis" which states that the early years are the most hopeful stage for the L2 to occur naturally (Penfield & Roberts, 1959, p. 252). In the same view, Phillipson (1992, p. 185) indicates that "The earlier English is taught, the better the results".

Mukattash (2003, p. 222) points out that although some Arab countries have decided to introduce EFL from the first grade in all Public schools, "opponents" of an early start of the L2 have doubts that it may delay the learners' acquisition of the L1. Al-Mutawa (1996) as reported in (Mukattash, 2003) suggests that the appropriate age for teaching the L2 may be delayed until the young learner acquire his/her native language. However, Cole (1997), Cameron (2001) and Al-Shidhani (2009) indicate that at the beginning and low levels, L1 may be useful. Kang Shin (2009) also points to that with very young learners; their mother

tongue could be used as a resource when necessary to support the learning process without becoming too reliant on it.

2.8 Summary

This chapter provided an overview of different studies which explored the amount and functions of L1 use in the primary English classrooms. The place of L1 in major ELT Methodologies was also presented. The chapter also discussed the theoretical and practical arguments for and against the use of L1 in L2 teaching. Teachers' as well as students' perceptions concerning L1 use were presented. Finally: gender, students' age and level of proficiency as factors which affect L1 use in the L2 classroom were also clarified.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research design and the methodologies employed for carrying out the study. It provides detailed information about the participants, the instruments used for collecting the data, the pilot study and finally data analysis techniques.

3.1 Participants

3.1.1 Students

They were randomly chosen from several primary English classrooms at governmental schools in Hebron (about 17% of the primary stage schools). The total number was 373, both males and females. They all speak Arabic language as their mother tongue. Their English proficiency levels were different which may help examine the relationship between students' proficiency levels and their attitudes toward the use of L1.

3.1.2 Teachers

They were 44 female and male Palestinian EFL teachers who teach English at the governmental primary schools in Hebron city with different years of experience. All of them were BA holders except two teachers who held a diploma. Like the students, the L1 of these teachers is Arabic.

3.1.3 Interviewees

Six males and females were interviewed. The interviewees were as follow: a male assistant professor in the department of English language at Hebron University, a female English teacher in a mixed school, a headmistress in a governmental school, while the others were two males and one female supervisors at the Directorate of Education in Hebron. Like

the students and the teachers, all of them speak the Arabic language. All of the interviewees have more than five years of English teaching experience; therefore, they are in the category of experienced teachers. According to Nunan (1992b), the opinion of the experienced teachers may be helpful and it should be taken into consideration.

3.2 Data Collection

In this study data were collected during the second semester of the academic year 2011/2012 through a questionnaire, classroom observations and interviews. The data obtained through the three instruments were triangulated in the discussion to present conclusion concerning the use of Arabic language in the EFL classroom. An attempt was also made to link the discussion with the studies reviewed in the literature section of this study.

3.2.1 Questionnaire:

Two sets of questionnaires concerning the primary English classrooms were piloted in the second semester 2011, and were used in this study: one for the students and the other for the teachers. Both students' and teachers' questionnaires were intended to be used to show related data mainly on three important issues: the attitudes of students and teachers towards using Arabic in the primary EFL classrooms, their reasons for using Arabic and the extent of their actual use of Arabic in the English classes. Both had close –ended statements and open – ended questions. Some close –ended statements were mutual between the two sets of the questionnaire items, while the two open – ended questions were the same.

All the questionnaires administered to students and teachers were filled out and returned. The findings of previous studies have influenced the design of the two sets of the questionnaire (e.g. Polio & Duff, 1994; Schweers (1999); Turnbull (2001) Tang (2002); Deller and Rinvoluceri, 2004; Qadumi (2007) and Song (2009) ...etc)

3.2.1.1 Teachers' Questionnaire

It consisted of four parts (see appendix 1, p.68):

Part I included demographic information such as gender, type of school, years of English teaching experience and educational qualification.

Part II contained 31 items on a Likert scale (from strongly agree to strongly disagree) and was divided into the following sections:

1- Item (1-12) showed teachers' attitudes towards using Arabic in the primary English classrooms.

2-Item (13-21) showed teachers' reasons for using Arabic in the primary English classrooms.

3-Item (22-31) showed teachers' views of students' use of Arabic in the primary English classrooms.

Part III contained two items which attempted to measure the amount of time students and teachers speak Arabic in the primary English classrooms by using a frequency scale of five points (from always to never).

Part IV contained two open- ended questions which may support the close ended ones. The first question was "What are the reasons behind using Arabic in the primary English classrooms?", and the second question was " Why do you think that using English only is better in the primary English classrooms?".

Teachers were asked to read the items and to put a tick (✓) in the box which reflects their attitudes to the given statements and to answer the open ended questions in terms of their opinions.

3.2.1.2 Students' Questionnaire

It consisted of four parts (see appendix 2, p.70):

Part I included demographic information such as gender, type of school and level of English proficiency.

Part II contained 27 items on a Likert scale (from strongly agree to strongly disagree) and was divided into the following sections:

1-Item (1-6) showed students' attitudes towards using Arabic in the primary English classrooms.

2-Item (7-18) showed students' views of teachers' use of Arabic and their reasons behind using it in the primary English classrooms.

3-Item (19-27) showed students' views of their use of Arabic in the primary English classrooms.

Part III contained two items which attempted to measure the amount of time students and teachers speak Arabic in the primary English classrooms by using a frequency scale of five points (from always to never).

Part IV contained two open- ended questions which may support the close ended ones.

The first question was "What are the reasons behind using Arabic in the primary English classrooms?", and the second question was " Why do you think that using English only is better in the primary English classrooms?".

Before distributing the questionnaire items to the students, they were translated into Arabic (see appendix 3, p.72), and the translation was given to two experts in translation at the English department and was validated. The reason for the translation was that the students were beginners; therefore, it could be difficult for them to understand the untranslated questionnaire.

Students with different level of English proficiency were asked to put a tick (✓) in the box which reflects their attitudes to the given statements and to answer the open -ended questions in terms of their opinions.

3.2.1.3 Validity of the Questionnaire:

The questionnaire was reviewed by four professors in the department of English Language at Hebron University. They agreed that it was suitable for the purpose of the study with minor modifications suggested ,for example, the two open –ended questions in both students' and teachers' questionnaires were completely changed. These suggestions and modifications were taken into consideration by the researcher.

3.2.2 Classroom Observations:

Two female and two male classes of English were observed to collect information about teachers' and students' actual use of Arabic and their reasons for using it (see appendix 4, p.75). However, the researcher didn't tell the teachers and the students about the focus of the study in order not to affect their behavior. All of the classes were recorded and the durations of all the recordings were about 40 minutes.

After recording the classes, the researcher noted down the exact Arabic words then translated them into English to present the reason why the teacher or the students use their L1 (see appendix 5, p.92). The information obtained from the recordings was used to support the data obtained through the questionnaire. According to Wallace (1998), recording can easily explore the amount of teachers' and students' talk and always supplies the researchers with different facts about their behavior.

3.2.3 Interviews

The interviews were structured and each interviewee was asked seven questions based on the research questions of the study (see appendix 6, p.97). All of the questions were open-ended ones to find out more information that might not appear in the questionnaire. Five out of the six interviews were taped- recorded; however, the interviewees' responses were

conducted in notes during and after the interviews (see appendix 7, p.98). These interviews lasted 15-20 minutes.

The researcher believed that the interview was suitable for the study for two main reasons. Firstly, it was aimed to generate in depth information from the interviewees on matters related to use or not to use students' first language in the EFL classroom. Secondly, it was used as a follow-up to the questionnaires' responses.

3.2.4 The Pilot Study

The pilot study was also carried out and changes were made according to the supervisor's comments in 31st / March/2011. The aim of the pilot study was to see whether the intended instruments could work as planned. The study suggested that certain items of the questionnaire and the interview need to be modified. Accordingly, some items were avoided, others were added and the ambiguous questions were corrected. For example, the initial questionnaire consisted of 46 items, some of the items were changed and others were deleted since they were not really relevant to the objectives of the study. Moreover, the two open – ended questions were completely changed.

3.4 Data Analysis

This study engaged two approaches of data analysis: quantitative and qualitative. The closed statements of the questionnaire were analyzed statistically by using the SPSS program to provide a descriptive analysis. The responses of both the students' and teachers' questionnaires were tallied and the frequencies were converted to percentages. Then the open questions of the questionnaire, the classroom observations and the interviews were sorted out, summarized and analyzed qualitatively.

3.5 Summary

This chapter outlined the methods used in this study: research design, sample selection, instrument development, and data collection. Moreover, it presented the pilot study and the validity of the questionnaire and finally data analysis techniques. The results of the pilot study done on the students' and the teachers' questionnaire indicated that the changes made were justified.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study. The findings are discussed in the light of the teacher' and students' perceptions as detected in the questionnaire as well as their opinions as expressed in the interviews and class observation. The information collected from the interviews and class observation was used to support the quantitative data.

4.1 Reliability of the Questionnaire

The reliability of the questionnaire was calculated using (Cronbach Alpha) formula, and it was measured to be (0.73) for the teachers' questionnaire, and found to be (0.65) for the students' questionnaire.

4.2 Results related to Demographic Data:

As Table 4.1 showed, half of the teachers were males and the other half were females. Regarding their years of experience, around 32% of the teachers had from one to five years of experience, 25% had from six to ten years of experience and around 43% of them had more than ten years of experience. Concerning their educational qualification, all of them were BA holders except two teachers who held a diploma.

Table (4.1): Demographic Data of the teachers

Variables		Frequency	Percent
Gender	Male	22	50.0
	Female	22	50.0
Years of English teaching	1-5	14	31.8

experience	6-10	11	25.0
	Over 10	19	43.2
Educational qualification	Diploma	2	4.5
	Bachelor's	42	95.5

As Table 4.2 showed, 190 of the students were males and 183 were females.

Regarding their level of proficiency in English as a foreign language, around 46 % of them were excellent, around 40 % were good while 14% of them were weak.

Table (4.2): Demographic Data of the students

Variables		Frequency	Percent
Gender	Male	190	50.9
	Female	183	49.1
Level of English proficiency	Excellent	172	46.1
	Good	148	39.7
	Weak	53	14.2

4.3 Analysis of the Questionnaire

The findings of the teachers' questionnaire are going to be presented and then followed by the results from the students' questionnaires.

4.3.1 Analysis of Teachers' Questionnaire

1. How much Arabic is used in the primary English classroom?

In order to answer the question and to know how much Arabic was used in the primary English classroom by students and teachers as perceived by teachers, means and standards deviations were calculated as seen in table (4.3).

Table (4.3): Means and standard deviations of using Arabic in the primary English classroom by both teachers and students from teachers' point of view

Variables	Mean	Std. Deviation
I use Arabic	3.52	0.59
My students use Arabic	2.00	0.81

The above table indicated that Arabic was sometimes used by both teachers and students in the primary English classrooms. This finding is in accordance with Schweer's (1999), Tang's (2002), Kim and Petraki's (2009) and AL-Nofaie's (2010) studies which show that L1 should be used sometimes to facilitate the processes of learning and teaching. On the other hand, the table also indicated that teachers used Arabic in the classroom more than their students and this result contradicted the views of Schweers (1999), Cook (2001) and Turnbull (2001) which indicate that teachers in their classes should maximize L2 use.

2-What are the attitudes of the teachers toward using Arabic in the primary English classroom?

In order to answer the question and to know the attitudes of the teachers toward using Arabic in the primary English classroom, means and standards deviations were calculated as seen in table (4.4).

Table (4.4): Means and standard deviations of teachers' attitudes toward using Arabic in the primary English classroom in order according to their importance

No	Item	Mean	Std. Deviation
S3	Teachers should use English as much as possible	4.52	0.82
S2	Teachers should use Arabic as little as possible	4.14	0.73
S5	Using Arabic in the EFL classroom reduces the	4.11	0.81

	opportunities of using English		
S4	Using Arabic has a negative impact on students' learning of English	3.84	0.99
S10	The communicative approach calls for a judicious use of L1 in the EFL classroom	3.64	0.75
S6	Using Arabic facilitates both teaching and learning	3.48	0.95
S7	The amount of Arabic that teachers use depends on their educational qualification	3.34	0.81
S12	English should be taught monolingually	3.30	1.25
S9	Arabic can be used as a teaching technique to help students develop their level of proficiency	3.18	1.15
S8	Arabic is indispensable in the primary English classrooms	3.14	1.00
S1	Teachers should be allowed to use Arabic	2.98	1.05
S11	The grammar translation method focuses on L1 use with little active use of L2	2.48	1.11
	Total degree	3.51	0.27

*** S: Statement**

The above table showed that the attitude of the teachers toward using Arabic in the EFL classroom was moderate by a mean which equals to (3.51). It also showed that teachers were aware that the excessive use of Arabic may hinder learning; therefore, their use of Arabic appeared to be limited. This finding supported the belief that L2 is best learned through the exposure to the language itself (Polio & Duff, 1994; Turnbull, 2001; Deller and Rinvulcri, 2002). Regarding items 6 and 9, which showed the advantages of using L1 in the English classroom, teachers supported using L1 to facilitate both teaching and learning, and they supported L1 to help students develop their level of proficiency. Their responses were in agreement with earlier studies e.g. (Schweers, 1999; Harmer, 2001; Tang, 2002 and Mukattash, 2003).

3. What are the teachers' reasons for using Arabic in the primary English classroom?

In order to answer the question and to know teachers' reasons for using Arabic in the primary English classroom as perceived by teachers, means and standards deviations were calculated as seen in table (4.5).

Table (4.5): Means and standard deviations of teachers' reasons for using Arabic in the primary EFL classroom in order according to their importance

No.	Items	Mean	Std. Deviation
S15	To translate abstract words	3.98	0.88
S21	To facilitate communication with students	3.75	0.99
S13	To make students feel less stressed	3.70	0.88
S19	To check students' comprehension	3.52	1.17
S14	To give instructions	3.48	1.15
S16	To manage the class	3.20	1.17
S20	To help shy students	3.02	1.30
S18	To motivate students	2.75	1.24
S17	To save time	2.59	1.24

***S: Statement**

The table above revealed that using Arabic to translate abstract words was one of the most common uses amongst the teachers. This result is in agreement with many previous studies (e.g. Cole, 1997; cook, 2001; Butzkamm, 2003 and Meyer, 2008) that supported L1 use to convey the meaning of an unfamiliar word and to explain difficult concepts. Using Arabic for facilitating communication with students was another reason for using it in the primary English classroom and this is in line with Auerbach's(1993) Nation's (2003) and Miles' (2004) studies.

Another important reason for teachers' use of Arabic was to make students feel less stressed and this reason is similar to Cole's (1997) and Meyer's (2008) views which support the idea that L1 can provide students with more security especially at the beginning and with low levels. Using Arabic to give instructions and manage the class were also supported by the teachers, and these two reasons to use L1 in the English classroom are in line with Cook's (2001) and Shimizu's (2006) studies. The use of Arabic for saving time was not sufficiently supported, and this is in contrast with what Auerbach (1993); Schweers (1999) and Prodromou (2000) believe that saving time is a justified reason for using L1 especially at the lower levels.

4- What are the students' reasons for using Arabic in the primary English classroom?

In order to answer the question and to know students' reasons for using Arabic in the primary English classroom as perceived by teachers, means and standard deviations were calculated as seen in table (4.6).

Table (4.6): Means and standard deviations of students' reasons for using Arabic in the primary English classroom in order according to their importance

No.	Items	Mean	Std. Deviation
S27	Students use Arabic to express themselves	3.75	0.99
S24	Students use Arabic to translate an English word into Arabic language.	3.52	1.17
S25	Students use Arabic while doing an activity with their peers	3.48	1.15
S26	Students use Arabic to ask questions	3.02	1.30
S23	Students use Arabic to feel less stressed	2.75	1.24

***S: statement**

The above table showed that expressing the ideas by using Arabic was the most

common reason for using Arabic in the primary EFL classroom by the students .This result is in agreement with Kharma and Hajjajs' (1989) study which indicated that 81% of the participants preferred using L1 to express their ideas in the L2. Another important use of Arabic was given to translate an English word into Arabic language.

There were other cases in which the students preferred the use of Arabic such as in doing an activity with their peers, asking questions and feeling less stressed. These findings supported Harmer's (2001) view that students always use their L1 in the L2 class regardless of the teacher's reaction.

5-Which gender uses Arabic more in the primary EFL classroom?

The fifth question aimed at investigating whether male or female teachers use Arabic more. To answer this question the following hypothesis was stated, that there were no significant differences at ($\alpha = 0.05$) in using Arabic in the primary EFL classroom due to gender. As shown in the following table (4.7), an independent t-test was used to test this hypothesis.

Table (4.7): Results of independent t-test for differences in using Arabic in the primary EFL classroom due to gender

Gender	N	Mean	Std. Deviation	T	d.f.	Sig.
Male	22	3.50	0.59	-0.253	42	0.802
Female	22	3.55	0.59			

The results of t- test indicated that there were no significant differences between male and female teachers in using Arabic in the primary EFL classroom ($\alpha = 0.802 > 0.05$). This result is in harmony with Gahin & Myhill's (2001) and Qadumi's (2007) findings.

6 -What is the relationship between years of English teaching experience and teachers' use of Arabic in the primary EFL classroom?

To answer this question the following hypothesis was stated, that there were no significant differences at ($\alpha =0.05$) in using Arabic in the primary EFL classroom due to English teaching experience. As shown in the following table (4.8), an independent t-test was used to test this hypothesis.

Table (4.8): Differences in using Arabic in the primary EFL classroom due to English teaching experience

	Sum of Squares	d.f.	Mean Square	F	Sig.
Between Groups	1.533	2	0.767	2.338	0.109
Within Groups	13.444	41	0.328		
Total	14.977	43			

The results of t- test indicated that there were no significant differences between the teachers in using Arabic in the primary EFL classroom according to English teaching experience. This finding showed quite opposite result to Duff and Polios' (1994) study which indicated that lack of experience is the reason why teachers use students' L1.

The researcher conducted another test to examine the means and standard of deviation as seen in table (4.9).

Table (4.9): Means and standard deviations for using Arabic in the primary English classroom due to English teaching experience.

Years of English teaching experience		I use Arabic	My students use Arabic
1-5	Mean	3.36	1.71
	N	14	14

	Std. Deviation	.633	.726
6-10	Mean	3.36	1.91
	N	11	11
	Std. Deviation	.505	.831
over 10	Mean	3.74	2.26
	N	19	19
	Std. Deviation	.562	.806
Total	Mean	3.52	2.00
	N	44	44
	Std. Deviation	.590	.807

Table (4.9) showed that the means of the teachers who had 6 and more years of experience are higher than the novice teachers who had five or less years of teaching experience. This means that the more years of experience the teachers got the more tolerant they became towards using L1. However, these slight differences in the means between the novice and experienced teachers were not statistically significant at 0.05. The researcher believes that there is a need to conduct similar studies with larger group of teachers to confirm or to have better understanding for such findings.

4.3.2 Analysis of Students' Questionnaire

The findings of the students' questionnaire are going to be presented

1. How much Arabic is used in the primary English classroom?

In order to answer the question and to know how much Arabic was used in the primary English classroom by students and teachers as perceived by students, means and standards deviations were calculated as seen in table (4.10).

Table (4.10): Means and standard deviations of using Arabic in the primary English classroom by both teachers and students

Variables	Mean	Std. Deviation
I use Arabic	3.18	0.99
My teacher uses Arabic	2.85	1.03

The results of the above table indicated that both students and teachers used Arabic in the primary English classroom; however, it also showed that students used Arabic in the classroom more than their teachers and this result is similar to Prodromou's (2000) and Tang's (2002) studies which indicated that the majority of the students were in agreement that a large amount of their talk should be spent in L1. (We have a contradiction between the teacher's point of view and the students' in this question) (See table 4.3).

2-What are the attitudes of the students toward using Arabic in the primary English classroom?

In order to answer the question and to know the attitudes of the students toward using Arabic in the primary English classroom, means and standards deviations were calculated as seen in table (4.11).

Table (4.11): Means and standard deviations of the students' attitudes toward using Arabic in the primary English classroom in order according to their importance

No.	Items	Mean	Std. Deviation
S6	English should be taught monolingually	3.64	1.29
S1	Using Arabic has a negative impact on students' learning of English	3.39	1.30
S5	Using Arabic in the EFL classroom reduces the opportunities of using English	3.25	1.29
S3	Arabic is indispensable in the primary English classrooms	2.81	1.27
S2	Using Arabic facilitates both teaching and learning	2.54	1.28
S4	Arabic can be used as a teaching technique to help students develop their level of proficiency of English	2.21	1.09
	Total degree	3.97	0.49

The table indicated that the attitude of the students toward using Arabic in the EFL classroom was also moderate by a mean which equals to (3.51). It also showed that students were aware that the overuse of Arabic may hinder learning; therefore, their use of Arabic appeared to be limited. This finding supported the belief that L2 is best learned through the exposure to the language itself (Polio & Duff, 1994; Turnbull, 2001; Deller and Rinvoluceri, 2002). Regarding Items 4 and 6 -which showed the advantages of using Arabic in the English classroom- they didn't receive support from the students, while they received more support from the teachers (see table 4.4).

3. What are the teachers' reasons for using Arabic in the primary English classroom?

In order to answer the question and to know teachers' reasons for using Arabic in the primary English classroom as perceived by students, means and standards deviations were calculated as seen in table (4.12)

Table (4.12): Means and standard deviations of teachers' reasons for using Arabic in the primary English classroom in order according to their importance

No.	Items	Mean	Std. Deviation
S11	My teacher usually uses Arabic to translate abstract words	3.29	1.31
S12	My teacher usually uses Arabic to manage the class	2.85	1.31
S15	My teacher usually uses Arabic to check students' comprehension	2.66	1.33
S16	My teacher usually uses Arabic to make students feel less stressed	2.66	1.34
S17	My teacher usually uses Arabic to help shy students	2.47	1.26
S8	Teacher should speak English as much as possible	2.44	1.28
S10	My teacher usually uses Arabic to give instructions	2.42	1.15
S14	My teacher usually uses Arabic to motivate students	2.33	1.29
S7	Teachers should be allowed to use Arabic	2.32	1.20

S9	Teacher should use Arabic as little as possible	2.30	1.10
S13	My teacher usually uses Arabic to save time	2.30	1.16
S18	My teacher usually uses Arabic to facilitate communication with students	2.17	1.09

***S: statement**

The results of the above table showed that students thought that using Arabic to translate abstract words, to manage the class and to check students' comprehension were the most common reasons for using Arabic by their teachers. The students' perception towards teachers' reasons for using Arabic in the EFL classroom are in line with other studies (e.g. Cook, 2001; Shimizu, 2006 and Nazary, 2008). However, the use of Arabic to facilitate communication with students was infrequent. Regarding item 11, the results of the teachers' and the students' questionnaire indicated that both students and teachers shared the same opinion that Arabic was mainly used by teachers to translate abstract words (see table 4.5).

4. What are the students' reasons for using Arabic in the primary EFL classroom?

In order to answer the question and to know students' reasons for using Arabic in the primary English classroom as perceived by students, means and standards deviations were calculated as seen in table (4.13).

Table (4.13): Means and standard deviations of students' reasons for using Arabic in the primary English classroom in order according to their importance

No.	items	Mean	Std. Deviation
S24	Students use Arabic to translate an English word into Arabic language	3.52	1.17
S25	Students use Arabic while doing an activity with their peers	2.66	1.33
S23	Students use Arabic to feel less stressed	2.47	1.26
S27	Students use Arabic to express themselves	2.44	1.28
S26	Students use Arabic to ask questions	2.32	1.20

***S: statement**

This table showed that translating English word into Arabic language was the most common reason for using Arabic in the primary EFL classroom by the students and this result is in agreement with Morahan's (2002) opinion which indicates that students use their mother tongue to find new words in L2 which correspond to words already known in L1. Another important use of Arabic was given to do an activity with their peers.

There were other cases in which the students preferred the use of Arabic such as in expressing themselves, asking questions and feeling less stressed. These findings are in accordance with Del Mar et al.'s (1982) study as cited in Harbord (1992), that beginner students use their L1 for different reasons unconsciously and without being encouraged by their teachers. Regarding these reasons, the students and the teachers didn't share the same opinion on students' reasons for using Arabic in the primary English classroom (see table 4.6).

5-Which gender uses Arabic more in the primary EFL classroom?

The fifth question aimed at investigating whether male or female students use Arabic more. To answer this question the following hypothesis was stated that there were no significant differences at ($\alpha = 0.05$) in using Arabic in the primary EFL classroom due to students' gender. As shown in the following table (4.14), an independent t-test was used to test this hypothesis.

Table (4.14): Results of independent t-test for differences in using Arabic in the primary EFL classroom due to students' gender

Gender	n	Mean	Std. Deviation	t	d.f.	Sig.
Male	190	3.26	0.98	1.440	371	0.151
Female	183	3.11	1.10			

The results of the t-test indicated that there were no significant differences between male and female students in using Arabic in the primary EFL classroom ($\alpha = 0.151 > 0.05$). The finding is in harmony with Bacon's (1992) study which found that there was no difference between male and female students in the use of the native language in the L2 classrooms.

6-What is the relationship between students' level of English proficiency and their use of Arabic in the primary EFL classroom?

The sixth question aimed to investigate the relationship between students' level of English proficiency and their use of Arabic in the primary EFL classroom. To answer this question, the following hypothesis was stated, that there were significant differences in using Arabic in the primary EFL classroom due to students' level of English proficiency. As shown in the following (table 4.15), an independent t-test was used to test this hypothesis.

Table (4.15): Differences in using Arabic in the primary EFL classroom due to students' level of English proficiency

	Sum of Squares	d.f.	Mean Square	F	Sig.
Between Groups	25.445	2	12.722	13.652	0.000
Within Groups	344.791	370	0.932		
Total	370.236	372			

The results of t- test indicated that there were significant differences between the teachers in using Arabic in the primary EFL classroom according to students' level of English proficiency.

The researcher conducted another test to examine the differences in using Arabic in the primary EFL classroom due to students' level of English proficiency as seen in table (4.16).

Table (4.16): Tukey's test for the differences in using Arabic in the primary EFL classroom due to students' level of English proficiency

(I) your level of English proficiency	Level of proficiency	Mean difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
excellent	good	-.18	.108	.212	-.44	.07
	weak	-.79(*)	.152	.000	-1.15	-.44
Good	excellent	.18	.108	.212	-.07	.44
	weak	-.61(*)	.155	.000	-.97	-.25
Weak	excellent	.79(*)	.152	.000	.44	1.15
	good	.61(*)	.155	.000	.25	.97

* The mean difference is significant at the .05 level.

The above table showed that there were significant differences in using Arabic in the primary EFL classroom due to students' level of English proficiency. The students whose proficiency in English was weak used Arabic in the classrooms more than others. The previous findings seemed to be consistent with Wechsler's (1997), Cook's (2001) and Nation's (2003) studies which found that there is a positive correlation between low levels of L2 proficiency and the students' use of L1 in the EFL classroom.

Table (4.17): Numbers, means, and std. deviation of the differences in using Arabic in the primary EFL classroom due to students' level of English proficiency

students' level of English proficiency	number	Mean	Std. Deviation
Excellent	172	3.00	0.87
Good	148	3.18	1.00
Weak	53	3.79	1.13

4.4 Analysis of the Open-Ended Questions

As mentioned earlier, the two open-ended questions of the teachers' and the students' questionnaire which aimed at exploring their views about using or not using Arabic in the primary English classroom were the same.

In analyzing the first question which was "What are the reasons behind using Arabic in the primary English classrooms?", the majority of the teachers revealed that using Arabic for teaching grammar and introducing the differences between Arabic and English were the most common uses among them, and this response is in line with the claim stated by Cole (1997) and Al-Harbi (2010). Several teachers also replied that the students' level was another reason for using Arabic in the primary English classroom especially when most of the students are not proficient enough and have low level of proficiency in English. This reason for using Arabic in the EFL classroom is in line with other views that consider L1 as a means of improving L2 proficiency (e.g. Nunan and Lamb(1996); Schweers (1999); Tang (2002) and Al-Hinai (2006).

More than half of the teachers also indicated that there is a necessity to clarify the abstract words by using Arabic to help their students understand the words that they are unfamiliar with, and this reason of using L1 is consistent with (Cole's, 1998; Cook's, 2001; Turnbull's, 2001; Butzkamm's, 2003 and Meyer's, 2008) views of using students' L1 to convey the meaning of an unknown word, to clarify abstract words, and to explain difficult terms.

Concerning the students' answers to the same question, most of them agreed that using Arabic in the English classroom could provide them with some confidence and lead to better understanding, and this reason is in line with Cole's (2001); Meyer's (2008) and Hamdallah's (1999) opinions which support the idea that students' mother tongue can provide students with more security especially at the beginning levels.

Another significant reason for using Arabic from students' point of view was that they are unable to express themselves easily, so they usually use Arabic to convey ideas that are difficult to express in English. This is similar to the view of Kharma & Hajjaj (1989) and Schweers (1999) which indicate that students use their L1 to speak to the teacher when they are unable to express what they mean.

Regarding the second question which was "Why do you think that using English only is better in the primary English classrooms?". The main reason provided by both the teachers and the students was that Arabic is usually used in the primary English classroom to increase students' opportunities to practice English since the classroom is the only place where the students learn English. So, they should be exposed to English inside the classroom as much as possible. This answer supported the belief that using L1 reduces students' opportunities for using the target language (Polio & Duff, 1994; Turnbull, 2001; and Deller & Rinvoluceri, 2002).

4.5 Analysis of the Classroom Observations

As mentioned in chapter three, four English classes were observed to collect information about teachers' and students' actual use of Arabic and their reasons for using it in the primary English classrooms.

Table (4.18) Number of times and purposes for which Arabic language was used in the primary English classrooms by teachers

Reasons for Using Arabic	Male Teachers	Female Teachers	Total
Translating words, questions, sentences or phrases	20	6	26
Asking a question	1	-----	1
Focusing students' attention	2	1	3
Giving instructions	2	9	11

Communicating with students	2	2	4
Checking students' comprehension	1	2	3
Managing the class	5	3	8
Motivating students	2	2	4
Helping shy students to express themselves	1	2	3
Explaining complex grammar rules	3	-----	3
Introducing new topics	1	1	2
Talking about the previous lesson	1	-----	1
Total	41	28	69

This table showed that both male and female teachers used Arabic for similar reasons and with varying degrees of frequency, and this finding is consistent with Gahin & Myhill's (2001) and Qadumi's (2007) results. The table also showed the twelve reasons for which Arabic was used in the four observed lessons and the number of times each purpose was used. In terms of the reasons for the use of Arabic, translating words, questions, sentences or a phrase was the most common reason for using Arabic in the primary English classrooms followed by giving instructions. There was agreement between teachers' reasons for using Arabic in the observed lessons and in the teachers' questionnaire (see table 4.5).

Table (4.19) Number of times and purposes for which Arabic language was used in the primary English classrooms by students

Reasons for Using Arabic	Male Students	Female Students	Total
Translating words or sentences	12	-----	12
Expressing their ideas in Arabic	1	4	5
Asking questions about grammar	1	5	6
Showing that they understand	1	2	3
Total	15	11	26

The table showed that translating words and sentences was the most common reason for using Arabic by both male and female students in the lessons observed, followed by asking questions about grammar and expressing the ideas.

The above tables (4.18 + 4.19) indicated that teachers used Arabic in the English classrooms more than their students and this contradicted the view of Cook (2001) which asserts that teachers should show the importance of the L2 through its continual use in the EFL classroom. Moreover, it indicated that there was no marked difference between males and females due to gender and this result is in accordance with earlier studies (e.g. Bacon (1992) Gahin & Myhill (2001) and Qadumi (2007)). There was a consensus between these results and the students' questionnaire results (see table 4.6)

4.6 Analysis of Interview Data

As mentioned earlier, seven open –ended questions based on the research questions were asked to six interviewees both males and females to find out more information that might not appear in the questionnaire. Their answers were analyzed to provide insight concerning the use of Arabic, reasons for using Arabic and factors may affect teachers' and students' use of Arabic in the primary English classroom.

With regard to the first question which was "Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?", all of the interviewees agreed that in the primary stage, students can easily acquire and learn the foreign language; however, the overuse of Arabic in the English classroom weakens students' ability of practicing English and reduces their opportunity to be exposed to input in English. This is consistent with Polio & Duffs' (1994) view which indicates that L1 use "prevents students from receiving input they might be exposed to in social situations outside the classroom"(p. 32).

Concerning the second question which was "Why do you think that using English only is better in the primary English classrooms?", five of the interviewees agreed that students in the primary stage have fresh memory to acquire, learn and practice the language. Consequently, students will be accustomed to using English when they hear the teacher speak English exclusively. On the other hand, one of the interviewees indicated that using English only avoids negative interference from Arabic and this is consistent with the opinion of (Richard, 1971; Harbord, 1992 and Cook, 2001) which indicates that interference from the native language is a major source of difficulty in the target language learning and to avoid that, the separation of L1 and L2 should be made.

In answering the third question which was "When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?", using Arabic for giving instructions, for explaining abstract words, and for checking students' comprehension were three justified reasons for using Arabic in the EFL classrooms from the viewpoint of the interviewees. The interviewees' answers concerning these justified reasons of using Arabic in the EFL are in line with the views of Cook (2001); Shimizu (2006) and Meyer (2008).

Regarding the fourth question which was " From your point of view, how much time should Arabic be used in the primary English classrooms?", all the interviewees replied that it is better not to use Arabic in the EFL classroom at all, or it may be used from time to time depending on some factors; for example, students' levels of English, the grade and the educational material. A similar belief is held by Cook (2001) who indicates that the quantity of L2 should be maximized to create an English environment, and who adds that there is a positive relationship between low levels of L2 proficiency and the use of L1 in the EFL classroom.

As to the fifth question which was " From your experience, which gender uses Arabic more in the English classroom? Why?", all of the interviewees confirmed that male teachers

and students use Arabic more than females since it is easier for them, and because of the low level of the male students. Their view was in contrast to the results of the present study which indicated that there was no noticeable difference between males and females in using Arabic in the primary EFL classroom due to gender and which is in accordance with earlier studies (e.g. Bacon (1992) Gahin & Myhill (2001) and Qadumi (2007)

In response to the sixth question which was "Do you think that years of English teaching experience affects teachers' use of Arabic? How?", the interviewees' responses could be summarized into one sentence: the more years of English teaching experience, the more English teachers use. Their opinion is in line with Duff and Polios' (1994) study who found that lack of experience is the reason why teachers use students' L1.

Concerning the last question which was "Do you think that students' level of proficiency affects their use of Arabic? How?", it was found that the higher the level of the students, the less Arabic they use and vice-versa, and the results of the present study confirmed this point. This answer is in agreement with previous studies (e.g. (Weschler, 1997; Cook, 2001; Nation, 2003 and Al-Nofaie, 2010).

4.7 Discussion

This study investigated teachers' and students' attitudes towards using Arabic in the primary English classrooms in Hebron. The researcher found that the present study is similar to Schweers' (1999), Tang's (2002), Kim & Petraki s' (2009) and AL-Nofaie's (2010) studies. All these studies including the present one showed that both teachers and students preferred using L1 sometimes and for specific reasons.

The study also indicated that the L1 was commonly used in the EFL classroom, for a range of purposes and with varying degrees of frequency i.e. translating abstract words, was

the most common reason for using Arabic by both the teachers and the students. The results of this study are in accordance with earlier studies (e.g. Auerbach, 1993 and Nation, 2003).

Besides, the study revealed that relying heavily on the mother tongue in the EFL classroom will deprive the students of being exposed to English to learn more and better English. This supports the belief that using L1 might be harmful for the students' learning process since it reduces their opportunities for using the target language (Polio & Duff, 1994; Turnbull, 2001; and Deller & Rinvoluceri, 2002).

It also showed that in the primary English classrooms, the more experienced teachers did not use English more in comparison to the fresh ones. The reason may be that experienced teachers are tolerant to use the L1, and the new teachers want to use new methodology; that is, teaching without translation. This finding shows quite opposite result to Duff and Polios' (1994) study which indicated that lack of experience is the reason why teachers use students' L1.

Moreover, the interviewees expressed a range of views regarding the use of Arabic in the primary EFL classrooms. They also indicated that deciding to use the L1 is not simply based on a belief about whether it is useful for language learning and teaching; however, different factors should be considered when teachers decide to use the students' L1; for instance' the level of the students, the grade, the educational material, and the students' age. Although they indicated that male students and teachers use Arabic more than female ones, the result of the study showed that there was no significant difference in using L1 in the L2 classroom due to the gender and this is in accordance with earlier studies(e.g. Bacon (1992) ,Gahin and Myhill (2001) and Qadumi (2007).

This study also showed that students' level of proficiency affected their use of Arabic and consequently, the proficient students in English used Arabic less while the less proficient students used Arabic more than their proficient peers. This result is in agreement with (Nunan

and Lamb's, 1996; Weschler's, 1997; Cook's, 2001; Nation's, 2003 and Al-Nofaie's, 2010) findings which assert that students with lower levels of English proficiency always use their mother tongue since they are not proficient enough to express themselves in the L2.

4.8 Conclusion

This chapter presented the analysis and the findings of the data collected through the questionnaire, the classroom observations and the interview. These findings have been presented in terms of answers to the questions of the study. Cronbach alpha formula, independent t-test and tukey's test were used in the analysis of the data collected for this study. The study focused on many variables such as: gender, students' level of proficiency and years of English teaching experience. The findings of the study revealed teacher's and students' use of Arabic in the primary English classrooms, their reasons and their attitudes towards using it. Furthermore, it showed that Arabic played a facilitative role in the language teaching if it is used moderately.

CHAPTER FIVE

CONCLUSION AND RECOMENDATIONS

5.1 Introduction

This study attempted to explore the positive and negative effects of using Arabic at the primary stage in the EFL classroom in line with the new Palestinian syllabus. Specifically, it aimed to examine the amount of time Arabic was used in the primary English classroom, the attitudes of teachers and students toward using Arabic and their reasons behind using it. It also aimed at exploring the gender that used Arabic more in the EFL. In addition, it tried to present the relationship between the use of Arabic and the two factors which might affect using Arabic, i.e., years of English teaching experience and students' level of English proficiency. To achieve the purpose of the study, three research instruments were used: a questionnaire, classroom observations and an interview.

5.2 Conclusion

Based on the data obtained through the three instruments the following conclusions could be presented:

Regardless of gender, educational qualification and years of English teaching experience as factors which may affect using the mother tongue in the EFL classrooms, the findings of the present study indicated that the use of Arabic was an unavoidable phenomenon in the primary English classroom by both teachers and students. This result is in line with the argument that using the students' native language is a natural fact (Harbord, 1992 and Nation, 2003).

The results also showed that there is agreement between Schweer's (1999), Tang's (2002), Kim & Petraki's (2009), Sharma's (2006) and AL-Nofaie's (2010) studies in the

contexts of Spanish, Chinese, Korean , Nepali, Saudi and the present results in the Palestinian context. All these studies indicated that both student and teacher participants supported limited amount of students' first language in the English classroom and agreed that using the mother tongue sometimes facilitates the processes of learning and teaching. On the other hand, the results indicated that teachers and students were also found to support the common argument that using students' first language reduces students' exposure to English and this finding is in line with both Krashen's (1985) and Phillipson's (1992) view of the monolingual approach to English language teaching.

The study also revealed that in the primary English classroom teachers preferred using Arabic especially with students who have a low level of proficiency to help them understand English better. This finding is in agreement with the opinion that students' low levels of L2 proficiency makes teachers use the students' L1 in the EFL classroom (Weschler, 1997; Cook, 2001; Nation, 2003 and Al-Nofaie, 2010). Besides, it highlighted some cases for which Arabic appeared to be helpful options such as in translating abstract words, in making students feel more comfortable and in checking students' comprehension.

Although students with different levels of proficiency showed different attitudes toward Arabic use in the EFL classroom, they agreed on some common situations in which Arabic was used in the EFL; namely, translating words, asking questions and participating in pair work. At the same time, they did not ignore the feeling of relaxation that Arabic can create, especially when their teachers used it.

5.3 Recommendations

Based on the findings of the present study, the following recommendations are offered.

For young learners who are not proficient enough in English, Arabic can be sometimes used as a facilitating tool. However, teachers have to find ways to modify their

English input. For example, they can use visual aids such as pictures, flash cards and gestures to make their input understandable (Duff & Polio, 1994). Hence, they won't depend too much on Arabic, and students will benefit from this increased exposure to English. Moreover, teachers have to encourage the students to speak L2 as much as possible since they are not exposed to sufficient English due to the limited number of English classes. Besides, teachers should also consider the techniques Harmer (2001, p.133) points out to help them promote L2 use which address the needs of the students, and to become more aware of their actual language use in the classroom. These techniques are: creating an English environment, choosing suitable tasks, using "persuasion and other inducements "and setting clear guidelines".

It is also recommended that the Ministry of Education should hold workshops, programs and seminars on the role of the native languages in the EFL classroom.

Educators and curriculum developers should also make reference to the students' mother tongue while preparing English language teaching materials to publish guidelines for teachers and students on applying Arabic systematically.

5.4 Suggestions for Future Research

There are several suggestions for further research in this topic.

Since Arabic and English belong to two different language families, Arab students of English usually encounter difficulty in learning it. Therefore, to understand how English and Arabic can be used appropriately in English teaching, a study should be conducted to investigate more useful strategies which might help the EFL teachers modify their classroom practice into more effective ways. Hence, students will benefit from their teachers' instructions. Moreover, this study could encourage further research to investigate the relationship between the actual role of Arabic and reasons for using or avoiding it in the EFL

classroom. Additionally, there is a need to conduct experimental studies to develop more understanding of teachers' and students' attitudes towards using Arabic in the EFL classrooms in the Palestinian context.

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Appendix 1

Teachers' Questionnaire

The objective of this questionnaire is to investigate teachers' attitudes towards using Arabic in the primary English classes and reasons behind using it. The questionnaire also aims at examining the extent of teachers' and students' actual classroom use of Arabic during English lessons. Your answers will be used for research purpose only.

Thank you

Part I

Please, put a tick (✓) in the appropriate box

A. Gender	<input type="checkbox"/> male	<input type="checkbox"/> female	
B. Years of English teaching experience	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> over 10
C. Your educational qualification	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor's	<input type="checkbox"/> Master's
D. Type of school	<input type="checkbox"/> Private	<input type="checkbox"/> Governmental	<input type="checkbox"/> UNRWA

Part II

Please indicate the extent to which you agree or disagree with the following statements by putting a tick (✓) in the appropriate box using the scale given below:

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
1 **2** **3** **4** **5**

No	Teachers' attitudes towards using Arabic in the primary English classrooms	1	2	3	4	5
1	Teachers should be allowed to use Arabic.					
2	Teachers should use Arabic as little as possible					
3	Teachers should speak English as much as possible					
4	Using Arabic has a negative impact on students' learning of English.					
5	Using Arabic in the EFL classroom reduces the opportunities of using English					
6	Using Arabic facilitates both teaching and learning.					
7	The amount of Arabic that teachers use depends on their educational qualification					
8	Arabic is indispensable in the primary English classrooms					
9	Arabic can be used as a teaching technique to help students develop their level of proficiency					
10	The Communicative Approach calls for a judicious use of L1 in the EFL classroom					
11	The Grammar Translation Method focuses on L1 use with little active use of L2.					
12	English should be taught monolingually					
No	Teachers' reasons for using Arabic in the primary English classrooms	1	2	3	4	5
13	To make students feel less stressed					
14	To give instructions					
15	To translate abstract words					
16	To manage the class					

17	To save time					
18	To motivate students					
19	To check students' comprehension					
20	To help shy students					
21	To facilitates communication with students					
No	Teachers' views of Students' use of Arabic in the primary English classrooms	1	2	3	4	5
22	The amount of Arabic that students need depends on their proficiency					
23	Students should be allowed to use Arabic					
24	Students usually rely heavily on Arabic in learning English					
25	Students should speak English as much as possible					
26	Students should use Arabic as little as possible					
27	Students use Arabic to feel less stressed					
28	Students use Arabic to translate an English word into Arabic language.					
29	Students use Arabic while doing an activity with their peers					
30	Students use Arabic to ask questions					
31	Students use Arabic to express themselves					

Part III

Please, put a tick (√) in the box which reflects your attitudes to the given statements

No	The amount of time students and teachers speak Arabic in the primary English classrooms	always	often	Some-times	rarely	never
1	I use Arabic.					
2	My students use Arabic.					

Part IV

1. What are the reasons behind using Arabic in the primary English classrooms?

.....

2. Why do you think that using English only is better in the primary English classrooms?

.....

Thank you once again

Appendix 2

Students' questionnaire

The objective of this questionnaire is to investigate students' attitudes towards using Arabic in the primary English classes and reasons behind using it. The questionnaire also aims at examining the extent of teachers' and students' actual classroom use of Arabic during English lessons. Your answers will be used for research purposes only.

Thank you.

Part I

Please, put a tick (√) in the appropriate box

A. Gender	<input type="checkbox"/> male	<input type="checkbox"/> female	
B. Type of school	<input type="checkbox"/> Private	<input type="checkbox"/> Governmental	<input type="checkbox"/> UNRWA
C. Your Level of English proficiency	<input type="checkbox"/> excellent	<input type="checkbox"/> good	<input type="checkbox"/> weak

Part II

Please indicate the extent to which you agree or disagree with the following statements by putting a tick in the appropriate box using the scale given below:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

No	Students' attitudes towards using Arabic in the primary English classrooms	1	2	3	4	5
1	Using Arabic has a negative impact on students' learning of English.					
2	Using Arabic facilitates both teaching and learning.					
3	Arabic is indispensable in the primary English classrooms					
4	Arabic can be used as a teaching technique to help students develop their proficiency of English.					
5	Using Arabic in the EFL classroom reduces the opportunities of using English					
6	English should be taught monolingually					
No	Students' views of teachers' use of Arabic and their reasons behind using it in the primary English classrooms	1	2	3	4	5
7	Teachers should be allowed to use Arabic.					
8	Teacher should speak English as much as possible.					
9	Teacher should use Arabic as little as possible.					
10	My teacher usually uses Arabic to give instructions					
11	My teacher usually uses Arabic to translate abstract words					
12	My teacher usually uses Arabic to manage the class					
13	My teacher usually uses Arabic to save time					
14	My teacher usually uses Arabic to motivate students					
15	My teacher usually uses Arabic to check students' comprehension					

16	My teacher usually uses Arabic to make students feel less stressed					
17	My teacher usually uses Arabic to help shy students					
18	My teacher usually uses Arabic to facilitate communication with students					
No	students' views of their use of Arabic in the primary English classrooms	1	2	3	4	5
19	Students should be allowed to use Arabic					
20	Students should use Arabic as little as possible					
21	students should speak English as much as possible					
22	Students find it easier to use Arabic					
23	Students use Arabic to feel less stressed					
24	Students use Arabic to translate an English word into Arabic language.					
25	Students use Arabic while doing an activity with their peers					
26	Students use Arabic to ask questions					
27	Students use Arabic to express themselves					

Part III

Please, put a tick (√) in the box which reflects your attitudes to the given statements

No	The amount of time students and teachers speak Arabic in the primary English classrooms	always	often	Some-times	rarely	never
1	I use Arabic.					
2	My teacher uses Arabic.					

Part IV

1. What are the reasons behind using Arabic in the primary English classrooms?

.....

2. Why do you think that using English only is better in the primary English classrooms?

.....

Thank you once again

Appendix 3

استبانة الطلبة

إن هدف هذه الاستبانة هو تقصي موقف طلبة المرحلة الابتدائية تجاه استخدام اللغة العربية وأسباب استخدامها في حصص اللغة الانجليزية. وتهدف الاستبانة أيضا إلى فحص مدى استخدام المعلمين والطلبة الفعلي للغة العربية في حصص اللغة الانجليزية. وسوف تستخدم إجاباتكم لأغراض البحث فقط.

شكرا لكم

القسم الأول

من فضلك, ضع إشارة (√) في المربع المناسب.

أ. الجنس	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
ب. نوع المدرسة	<input type="checkbox"/> خاصة	<input type="checkbox"/> حكومية
ج. مستواك في اللغة الانجليزية	<input type="checkbox"/> ممتاز	<input type="checkbox"/> جيد
	<input type="checkbox"/> ضعيف	<input type="checkbox"/> وكالة

القسم الثاني

من فضلك ضع إشارة (√) في المربع المناسب لتبين مدى موافقتك من عدمها على العبارات التالية مستخدما المقياس أدناه:

لا أوافق بشدة لا أوافق لا اعرف أوافق أوافق بشدة

الرقم	موقف الطلبة تجاه استخدام اللغة العربية في حصص اللغة الانجليزية في المرحلة الابتدائية	لا أوافق بشدة	لا أوافق	لا اعرف	أوافق	أوافق بشدة
1	استخدام اللغة العربية له اثر سلبي على تعلم الطلبة للغة الانجليزية.					
2	استخدام اللغة العربية في حصص اللغة الانجليزية يسهل عمليتي التعلم والتعليم.					
3	لا يمكن الاستغناء عن اللغة العربية في حصص اللغة الإنجليزية.					
4	يمكن استخدام اللغة العربية كوسيلة تعليمية لتحسين مستوى الطلبة في اللغة الانجليزية.					
5	استخدام اللغة العربية في حصة اللغة الانجليزية يقلل فرصة استخدام الانجليزية					
6	يجب أن تدرّس اللغة الانجليزية دون استخدام اللغة العربية.					
الرقم	أراء الطلبة حول استخدام المعلمين للغة العربية والأسباب من وراء استخدامها في حصص اللغة الانجليزية في المرحلة الابتدائية	لا أوافق بشدة	لا أوافق	لا اعرف	أوافق	أوافق بشدة
7	في حصة اللغة الانجليزية, ينبغي أن يسمح للمعلمين استخدام اللغة العربية.					
8	في حصة اللغة الانجليزية, ينبغي على المعلم أن يتكلم الانجليزية قدر الإمكان.					
9	في حصة اللغة الانجليزية, ينبغي على المعلم أن يتكلم اللغة العربية بأقل قدر ممكن.					
10	يستخدم المعلمون اللغة العربية عادة لإعطاء التعليمات.					
11	يستخدم المعلمون اللغة العربية عادة لترجمة الكلمات المجردة.					
12	يستخدم المعلمون اللغة العربية عادة لإدارة الصف					

					13	يستخدم المعلمون اللغة العربية عادة لتوفير الوقت.
					14	يستخدم المعلمون اللغة العربية عادة لإثارة دافعية الطلبة
					15	يستخدم المعلمون اللغة العربية عادة لفحص استيعاب الطلبة.
					16	يستخدم المعلمون اللغة العربية عادة لكي يشعر الطلبة بتوتر أقل
					17	يستخدم المعلمون اللغة العربية عادة لمساعدة الطلبة الخجولين.
					18	يستخدم المعلمون اللغة العربية عادة لتسهيل عملية التواصل مع الطلاب
					الرقم	آراء الطلبة حول استخدامهم للغة العربية في حصص اللغة الانجليزية في المرحلة الابتدائية
أوافق بشدة	أوافق	لا اعرف	لا أوافق	لا أوافق بشدة	19	في حصة اللغة الانجليزية, ينبغي أن يسمح للطلبة استخدام اللغة العربية.
					20	في حصة اللغة الانجليزية, ينبغي أن يستخدم الطلبة اللغة العربية بأقل قدر ممكن.
					21	في حصة اللغة الانجليزية, ينبغي أن يتكلم الطلبة الانجليزية قدر الإمكان.
					22	في حصة اللغة الانجليزية, يجد الطلبة أنه من الأسهل استعمال اللغة العربية.
					23	في حصة اللغة الانجليزية, يستخدم الطلبة اللغة العربية ليشعروا بتوتر أقل.
					24	في حصة اللغة الانجليزية, يستخدم الطلبة اللغة العربية لترجمة كلمة انجليزية إلى اللغة العربية
					25	في حصة اللغة الانجليزية, يستخدم الطلبة اللغة العربية عندما يقومون بنشاط مع أقرانهم.
					26	في حصة اللغة الانجليزية, يستخدم الطلبة اللغة العربية لطرح أسئلة.
					27	في حصة اللغة الانجليزية, يستخدم الطلبة اللغة العربية للتعبير عن أنفسهم.

القسم الثالث

من فضلك, ضع إشارة (√) في المربع الذي يعكس موقفك تجاه العبارات التالي

الرقم	مقدار الوقت الذي يتكلم فيه الطلبة والمعلمون اللغة العربية في حصص اللغة الانجليزية في المرحلة الابتدائية	دائماً	غالباً	أحياناً	نادراً	إطلاقاً
1	في حصة اللغة الانجليزية, استخدم اللغة العربية					
2	في حصة اللغة الانجليزية, يستخدم معلمي اللغة العربية					

القسم الرابع

1. في رأيك, ما هي أسباب استخدام اللغة العربية في حصص اللغة الإنجليزية في المرحلة الابتدائية؟

.....
.....

2. لماذا تعتقد أن استخدام اللغة الإنجليزية فقط دون استخدام اللغة العربية هو لأفضل في حصص اللغة الإنجليزية في المرحلة الابتدائية؟

.....
.....
.....

شكرا لكم مرة أخرى

Appendix 4

Lesson transcripts (1)

Transcription convention

R: Researcher's comments
T :Teacher
S: Single Student
Ss :Students
T & Ss: Teacher & Students
(xxxx) : Word/s not audible

Gender: males **Date:** 21ST/Mar/2011 **Class:** Forth

T: Stand up. Good morning

Ss: Good morning teacher

T: How are you?

Ss: Fine, thanks. How are you teacher?

T: I'm fine. Thank you and sit down.

T: Our unit is?

Ss: Unit 16, lesson 3

R: The teacher wrote on the board.

T: Nibras, what's today?

S: Sunday

T: Today is Sunday. Good.

Ahmad: What's tomorrow?

S: Tomorrow is Monday.

T: Tomorrow is Monday. Thank you.

Abd - Elhaleem, what was yesterday?

S: Saturday

T: Yesterday was Saturday. Excellent.

Revision is the title of our lesson today. What's the meaning of revision?

S: مراجعة

T: Good. Revision means مراجعة

R: The teacher wrote the day, the date and the title on the board.

T: Okay, let's begin

What did you do last week end?

What's' the meaning of the weekend?

Weekend, عطلة نهاية الأسبوع, and the days of the weekend are Friday and Saturday

أي أيام تكون عطلة نهاية الأسبوع؟

S: Friday and Saturday

T: Good .Again, what did you do last week end?

S: I go

T: No, You should use simple past because we are talking about actions started and ended in the past. What is the meaning of the simple past?

S: الفعل الماضي

T: When do we use the simple past?

S: عندما يكون الفعل ماضي

T: رابع, انتبهوا لكلامي

T: When we talk about actions started and ended in the past, we should use –ed.

Who can give me an example?

S: Walked

T: Walked. Excellent Anas.

Okay, let's start our lesson.

Who can say the days of the week?

أيام الأسبوع يا رابع

Yes, Ayman

S: Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday

T: Who can say the months of the year?

Months means xxxx

S: الأشهر

T: Excellent. Say them

S: January, February, March, April, May, June, July, August, September, October,
November, December.

T: Thank you. Please open your pupil's book at page 48. The race game. Who can give the
Arabic meaning of race?

S: سباق

T: Good. It means سباق.

Please, work into small groups.

كل مجموعة أربعة طلاب

Please, quickly. بسرعة

R: The teacher helped students sit into small groups and asked them to cooperate.

Look at the book. How many squares are there? What's the meaning of square?

كم مربع؟

S: Sixteen

T: There are xxxxxxxx المربعات عندنا

S1: Twelve

S2: Fifteen

T: How many squares are there? You should count them

بإمكانكم عد المربعات

S1: Sixteen

S2: Fifteen

T: There are fifteen. Excellent

Let's begin from here/start

S: Yes teacher

T: Please, you should work into groups. Okay?

Yes, Abd-Elhaleem, read.

S: Where did Adnan go?

T: Where did Adnan go?

Look at the picture. What can you see in the picture? Yes, Ayman

S: Market

T: Good. In the market. How did you know?

Because there are fruit and vegetables. Number two. Yes Nibras

S: What did Arwa buy? And what's the meaning of buy?

S: يعني اشترى

T: يشتري. What is the simple past of buy?

S: Bought

T: Excellent. What did Arwa buy?

S: Bicycle

T: She bought a bicycle. You should say she bought a bicycle. Number three. Yes Malik

S: When is Ahmad birthday? Ten

T: You should say the month of his birthday. يوم ميلاده

S: October

T: Excellent. Thank you Anas.

فاهمين رابع؟

Ss: نعم

T: Okay. This group. Ahmad, please.

S: What time xxxxxxxx?

T: What time is it? Look at the clock.

Please keep silent

ما بدني ولا صوت / لا أريد أي صوت

S: Half past two

T: Excellent. Thank you

Yes Ayman, do number five.

S: Where xxxxxxxx Where

T: Who

S: Who is this? Waleed

T: His name is written on his t-shirt

Di'a. Do number six.

S: Please buy bananas

T: Excellent. Please buy bananas.

Who can do Number seven. Please, Ahmad

S: Please.....

T: write.....write.....

S: write dear Ahmad

T: What's the meaning of write?

S: معناها اكتب:

T: Excellent. Dear means....

dear؟ ماذا تعني كلمة

S: عزيزي

T: Number eight

S: Please go post office

T: Please go to the post office

لو سمحتوا صوت ما بدي

Number nine

Ss: Teacher

T: Yes Abd Elhaleem

S: Did Adnan put his bag

T: On the chair

Ss: No, he did

T: We can't say no, he did. We should say no, he didn't.

Where did he put his bag?

Ss: on the table

T: Yes that's right. He put his bag on the table.

Good. The tenth square شو رأيك يا محمد سعيد تحاول

S: Did Adnan write to Ahmad?

Yes. Yes, he did

T: Excellent. Dear Ahmad is written at the top of the letter

Ayman, please

S: Did xxxx

T: Suhila

S: Did Suhila

T: have

S: Did Suhila have children?

T: have. What's the meaning of have?

S: لديها

T: لديها أو تملك

Look at the picture. Did Suhila have children?

How many children did she have?

S1: Two

S2: Three

T: She had only two

Number twelve, Abd

S: Did Bill go to xxxx the xxxx

T: fourth floor

S: No

T: No, he didn't

To which floor did he go?

S: Five

T: Muhannad

S: What number is Ted's flat?

Five

T: Yes, five is the number of his flat.

Good .Thank you

Fourteen. Who can answer number fourteen?

يلا المجموعة الرابعة

S: February is the two

T: Not Two. We can't say two, we have first, second, third, forth, fifth etc ...February is the

Ss: Two

T: No

S: Second

T: Second. Excellent Ahmad. February is the second month

T: The last square Di'a

S: May is themonth

T: May is the first, second, third, fourth or the fifth month, which one?

S: fifth

T: You can count by using your fingers.

S: January, February, March, April, May. The Fifth

T: أحسنت

May is the fifth month.

رابع, هل لاحظتم أن معظم

Squares are about the simple past?

S: Yes

T: فراس حاول

رابع وفوضى ما بدى

Okay. Please open your workbooks at page 48

لو سمحتوا ولا صوت

Here we have an exercise. It is about how to make questions.

Example, Adnan went to the market and the answer is done.

R: The teacher wrote the example on the board.

T: We want to make a question. If we have simple past verb we should begin with

Ss: Did

T: then subject + infinitive. For example, Adnan went to the market.

Look at the board

Went is a simple past.

Adnan is the subject الفاعل

To make a question we should begin with did, then we put the subject "Adnan" +
infinitive

إذا وجد الفعل الماضي في الجملة وأردنا تشكيل سؤال, نبدأ بالفعل المساعد Did وبعدها الفاعل وبعدها الفعل المجرد
اللي اسمه بالانجليزي infinitive

Can you give me the Arabic meaning of infinitive?

S: فعل مجرد

T: s, ed or ing الفعل المجرد ما بيأخذ

والفعل المجرد من go هو went

Lesson transcripts (2)

Gender: Females **Date:** 16th/Feb/2011 **Class:** Second

T: Hello girls.

Ss: Hello teacher

T: How are you?

Ss: We are fine.

T: Thank you girls.

The objective of our lesson today is how to give commands أي إعطاء الأوامر

First, I am going to write them on the board, and then we will explain and apply them.

بدي اكتبهم على اللوح وبعدها نشرحهم ونطبقهم

Stand up – Sit down- come here – open the door- write your name on the board.

Okay.

R: The teacher wrote the commands on the board in order to explain them.

T: Stand up معناها قم أو ق

نفس الوقت تقفوا Stand up يلا كلكم مع بعض قولوا

Ss: Stand up .Stand up .Stand up. Stand up

T: Nada, O la and Doa'. Stand up. ممتاز.

Sit down معناها اجلس

نجلس sit down ولما نسمع Stand up كلنا نقف لما احكي

Stand up – Sit down

Stand up – Sit down

Stand up – Sit down

Please Bayan, Stand up .Good. Sit down.

Come here معناها تعال هنا

Altogether, say come here

Ss: Come here. Come here .Come her .Come here.

T: Yes Mariam, come her.

لاحظتوا كيف فهمت من حركة يدي

Write your name on the board معناها اكتب أو اكتبي اسمك على اللوح

R: The teacher helped the student write her name on the board.

T: Yes, تاني

Mayar, please, write your name on the board

S: يعني اكتب اسمي؟

R: The student(Mayar) wrote her name on the board without teacher's assistance.

T; Sondus come here and write your name on the board.

The last one is open the door اللي معناها افتح الباب

Toleen , come here andxxxxx

S: افتح الباب؟

T: مين يقرأهم

S: أنا يا مس

T: Nada.

S: Stand up

T: Stand up. Repeat.

Ss: Stand up

S: Sit down

T: Sit down. Repeat

Ss: Sit down

S: Come here

T: come here. Repeat

Ss: come here

S: Write your name on the board.

T: Write your name on the board. . Repeat

Ss: Write your name on the board

S: Open the door

T: Open the door. Repeat

Ss: Open the door.

يلا يا تاني افتحوا الكتب واطلعوا على الصور.

Look at the pictures; we want to describe each one.

بالاعتماد على المكتوب على اللوح بدنا نوصف الصور. يلا يا تاني كل وحدة مع اللي جنبها .

S: إذا كان واقف Stand up إذا كان الولد جالس و Sit down يعني بدنا نحكي

T: لا بالعكس

يلا تاني بدني وحدة توصف الصورة والثانية تطبقها

S: Stand up

T: Samar, stand up. Good

Anwar , the second one

S: Sit down.

T: Samar Sit down. good

الصورة الثالثة ربي

R: The teacher gave the student the chance to answer and helped her.

S: Come here

T: Ayah, come here

S: Write your name on the board

T: Ameera, write your name on the board.

اكتبي اسمك على اللوح. و الأخيرة يا مي

S: open the door

T: Razan, come here and open the door.

match ونحاول نحل التمرين الأول work book هلاً كلنا نفتح كتاب

down نرسم خط ونصلها مع sit مطلوب منا نرسم خط بين العمود الأول والثاني ومثلاً إذا عندنا

واضح يا ثاني؟

Ss: نعم يا مس

T: I am going to check the exercise

بدي أصلح لأول خمس طالبات وأزيد علامة لكل وحدة

S: يعني يا مس إذا أنهيته بأخذ علامة زيادة

T: Yes, of course

R: The teacher checked the exercise for the first five girls, then asked them to help the class.

T: يلا نجابه مع بعض

S1: come here

S2: Sit down

S3: Stand up

S4: open the door

S5: Write your name on the board.

T: Give me your attention

بدي أعيدهم

Come here

Sit down

Stand up

Open the door

Write your name on the board.

The second exercise. There are some pictures we should write the suitable command under the suitable picture. هذا التمرين واجب بيتي.

قبل نهاية الحصة نعمل مراجعة عن اللي درسنا اليوم

Yes girls, stand up

Samar, sit down

Now sit down

Yes Raneen, stand up. Sit down

Aseel, come here and open the door. افتحي الباب

Haya, come here and write your name on the board

S: اكتب اسمي

T: Yes

ممکن نطبقهم مع بعض

Thikra, stand up. Good

Thikra, sit down. ممتاز

Thikra, come here, open the door and write your name on the board

على الترتيب

Thank you

Lesson transcripts (3)

Gender: Males **Date:** 18th/April/2011 **Class:** Sixth

T: Good morning boys.

Ss: Good morning teacher.

T: How are you?

Ss: Fine. Thanks.

How are you teacher?

T: I'm fine. Thank you. Sit down.

What's today?

S: Today is Tuesday.

T: in the previous lesson, we studied.....

مين يذكرني شو أخذنا الحصة الماضية؟

Ss: أستاذ...أستاذ...أنا...أنا...

T: Ibrahim

S: Agreeing with too and either

R: the teacher wrote some examples about too and either on the board as a kind of revision

T: Now, please, look at your book and stop talking

Help world عنوان درسنا:

Bring your personal problem to help, World.

ابعث مشكلتك الشخصية لمساعدة العالم

R: The teacher wrote the title on the board and asked some students to read it .

T: Let's write the new words on the board.

Attention: what does attention mean?

S: انتباه

T: Very good Ahmad. In English

S: Careful look

T: Ignore?

Ss: تجاهل

T: English meaning. Yes Samir

S: Not noticeable

T: Scream. Mohammad

S: To shout loudly.

بالعربي يصرخ

T: Thank you Mohammad

Run away means..... The meaning of run away

S: يهرب

T: Yousef .it's English meaning?

S: Flee

T: ممتاز يا يوسف. اللي بعدها

S: Even though

although بالعربي معناها بالرغم من وبالانجليزي معناها

T: Even tough means although

Who can give me the meaning of selfish?

Ss: أناني

T: Its English meaning is to like him self only.

و عكسها Selfless

R: The teacher wrote the new word on the board, and wrote sentences contain the new words

T: كمان مرة نعيد المعاني خرينا نقرأهم

Attention: careful look.

Repeat all together

Ss: Attention: careful look.

T: Ignore: Not noticeable. Altogether

SS+ T: ignore: not noticeable

T: كمان مرة

Ss: Ignore: not noticeable

T: بكفي حكي يا أولاد , اللي بعده!

T: Scream means to shout loudly. Repeat

Ss: Scream means to shout loudly.

T: /run away: to flee / اللي معناها يهرب

Altogether

Ss: Run away: to flee

T: يا باسل معنى flee

S: يهرب

S: أستاذ أعيدهم كلهم

T: yes.

بلاش صوت وكلنا نسمع حسن

S: attention: careful look

Ignore: not noticeable

Scream: shout

Run away: flee

Even though: although

Selfish: like himself only

T: well done. Thank you

R: The teacher asked the students to follow the lines into the text.

T: Let's begin. The first paragraph

R: The teacher started reading the first paragraph, translated each sentence into Arabic and asked different questions about the meanings and the pronouns

Dear all اعزائي الجميع

I'm the oldest son.

أنا الابن الأكبر

And I've got four younger brothers and sisters.

وعندي أربعة إخوة وأخوات اصغر مني

Yes boys, the full form of I've is

I've: اختصار ل

S: have

T: Good Wisam

I get lots of chores to do.

عندي أعمال كثير لازم اعملها

They get all my parent's attention.

وهي الأمور تستحوذ كل اهتمام والدي

They refers to. Yes Al'a

S: Parents

T: No

S: Chores

T: Good Ahmad

Parents means?

S: الوالدين

T: In English .Mother and father. Lets' continue

Although I love my family very much.

بالرغم إنني بحب عيلتي أو أسرتي كثير

I feel bad about this

بس بشعر انو الوضع سيء

I mean, mum and Dad often ask about my school grades but they never ask about me

اللي بعنيه انو أمي وأبي دائنا بسألوا عن علاماتي المدرسية لكن ما يبسألوا عني نهائيا

They refers to?

S: Mum and Dad

T: Mum and Dad or parents .good. Okay, I will complete the paragraph.

I some times want to scream or run away from home.

أوقات بصير بدي اصرخ او اهرب من البيت

Instead I just keep quiet,

بس رغم كل هاي الصعوبات بضلني هادي

And I go away to my room alone.

وبدخل على غرفتي وحيدا

Would it help if I did something dramatic? If I don't do something soon, I'll explode. Upset

Appendix 5

Students' and teachers' use of Arabic in the primary English classroom as observed in the classroom observations

Male Teachers and Their Reasons for Using Arabic

No.	The Exact Words Spoken by the Teacher	Translation	The Reasons for using Arabic
1	Revision means مراجعة	Revision	Translating a word
2	Weekend عطلة نهاية الاسبوع	Weekend	Translating a word
3	أي أيام تكون عطلة نهاية الاسبوع؟	Which days are the weekend?	Asking a question
4	انتبهوا لكلامي	Pay attention to my words	Focusing students' attention
5	Who can say the days of the week? أيام الاسبوع يا رابع؟	What are the days of the week?	Translating a question
6	It means سباق.	It means race	Translating a word
7	كل مجموعة أربعة طلاب	Each group consists of four students	Giving instructions
8	كم مربع؟	How many squares are there?	Communicating with students
9	عدد المربعات	The number of squares	Translating words
10	بإمكانكم عد المربعات	You can count the squares	Giving instructions
11	His birthday. يوم ميلاده.	his birthday	Translating a word
12	فاهمين رابع	Understand	Checking students' comprehension
13	ما بدني ولا صوت / لا أريد أي صوت	I do not want any voice	Managing the class
14	لو سمحتوا صوت ما بدني	Please ,keep silent	Managing the class
15	شو رأيك يا محمد سعيد تحاول	Try ,Mohammad	Helping shy students to express themselves
16	لديها أو تملك	has	Translating a word
17	يلا المجموعة الرابعة	the fourth group	Motivating students
18	رابع , هل لاحظتم أن معظم Squares are about the simple past?	Have you noticed that most of the Squares are about the simple past?	Communicating with students
19	فiras حاول	Try]Firas please,	Motivating students
20	لو سمحتوا ولا صوت	Keep silent ,please	Managing the class
21	Adnan is the subject: الفاعل	subject	Translating a word
22	هو go وwent والفعل المجرد من	The infinitive form of went is go	Explaining grammar
23	الفعل المجرد ما ييأخذ s, ed or ing	The infinitive doesn't take – ing,-er or-s.	Explaining complex grammar rules
24	إذا وجد الفعل الماضي في الجملة وأردنا تشكيل سؤال , نبدأ بالفعل المساعد وبعد الفاعل نضع الفعل المجرد اللي اسمه بالانجليزي infinitive	If there is the past tense in the sentence and we wanted to form a question And after the subject we put the infinitive -which is called	Explaining complex grammar rules

	the infinitive-	
--	-----------------	--

No.	The exact Words spoken by the teacher	Translation	The reasons for using Arabic
25	مين يذكركني شو أخذنا الحصة الماضية؟	Who reminds me what did we study in the previous lesson?	Talking about the previous lesson
26	Help world عنوان درسنا	The title of our lesson is	Introducing new topics
27	Bring your personal problem to help, World. ابعث مشكلتك الشخصية لمساعدة العالم	Bring your personal problem to help, World	Translating a sentence
28	ممتاز يا يوسف	Excellent Yousef	Motivating students
29	كمان مرة ونعيد المعاني خرينا نقرأهم	Let's read them again and repeat the meanings	Focusing learners' attention
30	بكفي حكي يا أولاد	Stop talking	Managing the class
31	بلاش صوت وكلنا نسمع حسن	Stop talking and let's listen to Hassan	Managing the class
32	أعزائي الجميع	Dear all	Translating a sentence
33	أنا الابن الأكبر	I am the oldest son	Translating a sentence
34	وعندي أربعة إخوة وأخوات اصغر مني	And I have got four younger brothers and sisters	Translating a sentence
35	عندي واجبات كثير لازم اعملها	I get lots of chores to do	Translating a sentence
36	و هاي الأعمال تجذب كل اهتمام والدي	They get all my parent's attention	Translating a sentence
37	بالرغم إنني بحب عيلتي أو أسرتي كثير	Although I love my family very much	Translating a sentence
38	بس بشعر انو الوضع سيء	I feel that the situation is bad	Translating a sentence
39	اللي بعنيه انو أمي وأبي دائنا يسألوا عن علاماتي المدرسية لكن ما بيسألوا عني نهائيا	I mean, mum and Dad often ask about my school grades But they never ask about me	Translating a sentence
40	أوقات بصير بدي اصرخ أو اهرب من البيت	I some times want to scream or run away from the home	Translating a sentence
41	بس بضلني هادي	Instead I just keep quiet,	Translating a sentence
42	وبدخل على غرفتي وحيدا	and I go away to my room alone	Translating a sentence

Male Students and Their Reasons for Using Arabic

No.	The exact Words spoken by the students	Translation	The reasons for using Arabic
1	مراجعة	Revision	Translating a word
2	الفعل الماضي	The past tense	Translating a word
3	عندما يكون الفعل ماضي	When the verb is past	Expressing himself

4	الأشهر The months	The months	Translating a word
5	يعني اشترى	It means bought	Translating a word
6	عزيزي	It means race	Translating a word
7	لديها	Has	Translating a word
8	إذا كان الفعل do ولا did بالبنحط -ed اللي بالجملة فيه	Do we put do or did if the verb in the sentence has ed?	Asking questions about grammar
9	أستاذ أناأنا.....أستاذ	Yes teacher	----- ----
10	انتباه	Attention	Translating a word
11	تجاهل	Ignorance	Translating a word
12	بالعربي يصرخ	In Arabic: Shout	Translating a word
13	معناها even though بالعربي بالرغم من و بالانجليزي although	In Arabic: it means even though and in English it means although	Translating a word
14	أناني	Selfish	Translating a word
15	يصرخ بصوت عالي	Shouts loudly	Translating word
16	أستاذ أعيدهم كلهم	My teacher; can I repeat them?	Showing that he understands

Female Teachers and Their Reasons for Using Arabic

No.	The exact Words spoken by the teachers	Translation	The reasons for using Arabic
1	يعني هلا أجا وقت الحكي؟	Is it time to speak?	Managing the class
2	اسمعوا لغيركم	Listen to others	Managing the class
3	يلا كل بنتين مع بعض	Each two girls with each	Giving instructions
4	ليش أيمن من محلكم؟	Why are you standing?	Managing the class
5	بدي وحدة تحكي عن أماكن موجودة في مكان سكنها	I want one of you to talk about places in her Area	Communicating with students
6	أعطوا ديمة فرصتها	Give Deema her chance	Helping shy students to express themselves
7	عرفتوا شو هم الاتجاهات الأربعة؟	Did you know what the four directions are	Checking students' comprehension
8	أي إعطاء to give commands الأوامر	to give commands	Translating a word
9	بدي اكتبهم على اللوح وبعدها نشرحهم ونطبقهم	I am going to write them on the board then explain them	Introducing new topics
10	معناها قم أو وقف Stand up	It means Stand up	Translating a phrasal verb
11	يلا كلكم مع بعض قولوا نفس الوقت تقفوا Stand up	Chorally; say stand up ,at the same time you should stand up	Giving instructions
12	ممتاز	Excellent	Motivating students
13	معناها اجلس Sit down	It means sit down	Translating a phrasal verb
14	ولما Stand up كلنا نقف لما احكي نجلس sit down نسمع	Let's stand up when I say stand up and sit down when I say sit down	Giving instructions
15	معناها تعال هنا Come here	It means come here	Translating a phrasal verbs
16	لاحظتوا كيف فهمت من حركة	Did you notice how she has	Focusing learners' attention

	يدي	understood through the movement of my hand	
17	write your name on the board معناها اكتب أو اكتب اسمك على اللوح	It means write your name on the board	Translating a sentence
18	اللي معناها افتح الباب	Which means open the door	Translating a sentence
19	مين يقرأهم	Who reads?	-----
20	يلا يا ثاني افتحوا الكتب واطلعوا على الصور.	Please open your books and look at the pictures	Giving instructions
21	بالاعتماد على المكتوب على اللوح بدنا نوصف الصور.	Depending on the written on the board, we want to describe the pictures.	Giving instructions
22	يلا ثاني كل وحدة مع اللي جنبها .	Each one should cooperate with her colleague	Giving instructions
23	يلا ثاني بدي وحدة توصف الصورة والثانية تطبقها	I need one to describe the picture and the other to apply it	Giving instructions
24	الصورة الثالثة. ربي	The third picture , Ruba	Helping shy students to express themselves
25	work book هالأكلنا نفتح كتاب ونحاول نحل التمرين الأول match	Lets' open our work book and try to do the first exercise	Giving instructions
26	مطلوب منا نرسم خط بين العمود الأول والثاني ومثلاً إذا عندنا sit نرسم خط ونصلها مع down	Lets' draw a line between the first and second column .e.g. if we have sit we should draw a line with down	Giving instructions
27	بدي أصلح لأول خمس طالبات وأزيد علامة لكل وحدة	I will give the first five girls an additional mark	Motivating students
28	يلا نجابه مع بعض	Lets' do the exercise with each other	Communicating with students
29	هذا التمرين واجب بيتي	This exercise is homework	-----
30	قبل نهاية الحصة نعمل مراجعة عن اللي درسنا اليوم	Lets' revise the lesson that we have studied it today	Checking students' comprehension

Female Students and Their Reasons for Using Arabic

No.	The exact Words spoken by the students	Translation	The reasons for using Arabic
1	بدي اسأل سؤال	I would like to ask a question?	Expressing herself
2	شو يعني الحرم الإبراهيمي في الانجليزي	What does the Abraham mosque mean in English?	Asking a question
3	ينفع أقول قرب القدس؟	Is it true to say it is near Jerusalem?	Expressing herself
4	ممكن يكون الجواب خطأ	The answer might be wrong	Expressing herself

5	كيف بدي أقول انو البيت جنب المكتبة؟	How can I say that the house is near the bookshop?	Asking a question
6	افتح الباب؟	Do I open the door?	Asking a question
7	أنا يا مس	May I	Showing that She understands
8	Ss: Sit down يعني بدنا نحكي Stand up إذا كان الولد جالس و إذا كان واقف	Should we say sit down if the boy is sitting and stand up if he is standing	Asking a question
9	نعم يا مس :	Yes miss	Showing that they understands
10	يعني يا مس إذا أنهيته باخد : S علامة زيادة	Teacher, do you mean that if I do it , I will take an extra mark?	Expressing herself
11	اكتب اسمي؟	Do I write my name?	Asking a question

Appendix 6

Interview Questions

Q1: Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?

Q2: Why do you think that using English only is better in the primary English classrooms?

Q3: When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?

Q4: From your point of view, how much time should Arabic be used in the primary English classrooms?

Q5: From your experience, which gender uses Arabic more in the English classroom? Why?

Q6: Do you think that years of English teaching experience affects teachers' use of Arabic? How?

Q7: Do you think that students' level of proficiency affects their use of Arabic? How?

Appendix 7

EXAMPLES OF INTERVIEW NOTES

Q = Interviewer

A = Interviewee

Date of interview : 9th/June/2011

Q: Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?

A: In the primary stage, the student is in the critical age period where the acquisition of language is easy and natural. So, it is important that the student is exposed to input in English.

Q: Why do you think that using English only is better in the primary English classrooms?

A: At this stage, the student should be exposed to English only, so that he /she should not mix between the two languages, L1 and L2 and to avoid negative interference from Arabic.

Q: When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?

A: To give instruction, to explain abstract concepts and terminology and to check students' comprehension.

Q: From your point of view, how much time should Arabic be used in the primary English classrooms?

A: It should be used as little as possible because this is a formative and critical age.

Q: From your experience, which gender uses Arabic more in the English classroom?

Why?

A: Females use English more for two reasons: in general they are better in learning and using English and for prestige reasons.

Q: Do you think that years of English teaching experience affects teachers' use of Arabic? How?

A: I firmly believe, the more years of English teaching experience, the less he/she uses Arabic.

Q: Do you think that students' level of proficiency affects their use of Arabic? How?

A: I strongly agree that students' level of proficiency affects their use of Arabic. I notice from my experience that the proficient students in English use Arabic less.

Q: Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?

A: Because our students will not be accustomed to using L2 and they will be accustomed to hearing their teachers' translation. They will be out of the nature context that can help them learn and acquire L2.

Q: Why do you think that using English only is better in the primary English classrooms?

A: Their minds are still ready to learn and acquire the new language. Their ears can hear the language well. They can be accustomed to hearing and listening L2 only.

Q: When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?

A: I think it isn't helpful except in the explanation of abstract words or vocabulary.

Q: From your point of view, how much time should Arabic be used in the primary English classrooms?

A: I think it should be to the minimum. Teachers shouldn't use it except in the case mentioned in (number 3).

Q: From your experience, which gender uses Arabic more in the English classroom? Why

A: I think males do that because their students' level is lower than females.

R: Do you think that years of English teaching experience affects teachers' use of Arabic? How?

A: Yes, because they know the level of their students' easily and can adapt the most suitable classroom language which may be more suitable to the students.

Q: Do you think that students' level of proficiency affects their use of Arabic? How?

A: Of course, the higher the level of the students, the less Arabic they use and vice-versa

Date of interview : 16th/June/2011

Q: Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?

A: Because using Arabic so much will affect the vocabulary stock that the students have and this will weaken their ability of practicing the language.

Q: Why do you think that using English only is better in the primary English classrooms?

A: Because using English in the classroom will expose them to the language as much as possible and this is the only chance for them to communicate and to use the language.

Q: When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?

A: I think it is useful when we want to teach abstract words, and when we want to simplify the instructions of some games and confusing activities.

Q: From your point of view, how much time should Arabic be used in the primary English classrooms?

A: It is difficult to decide this , but it is advisable as less Arabic as you can and this depends on the level of the students , the grade and the educational material.

Q: From your experience, which gender uses Arabic more in the English classroom? Why?

A: From my experience as a supervisor, I found that male teachers use Arabic more than females ones because they find it easier to use Arabic instead of using English.

Q: Do you think that years of English teaching experience affects teachers' use of Arabic? How?

A: I don't think so. It depends on the character of the teacher himself/herself.

Q: Do you think that students' level of proficiency affects their use of Arabic? How?

A: Yes, this is true. When students are well equipped with the language, they will be encouraged to use it without fear of making mistake.

Date of interview : 16th/June/2011

Q: Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?

A: As it weakens the students' ability to guess, conclude and enhance the skills. They will be accustomed to easy thing and easy come, easy go.

A: Why do you think that using English only is better in the primary English classrooms?

A: The students of this stage are better in acquiring language because they have fresh memory so, they will be exposed to the total English atmosphere.

Q: When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?

A: When the teacher wants to explain an instruction for the students especially, if it is unclear and the focus is on the activity.

-When there is no time.

-Before exams.

Q: From your point of view, how much time should Arabic be used in the primary English classrooms?

A: There may be no need for that depending on the level of the students and the activity itself. It should be less than 02%.

Q: From your experience, which gender uses Arabic more in the English classroom?

Why?

The male students because they don't have rebellions ideas and their teachers also use Arabic so they follow them. It is easier for them to use Arabic and they like easy think and they don't like challenge in education.

Q: Do you think that years of English teaching experience affects teachers' use of Arabic? How?

A: This depends on the nature of the students and the teacher him/herself. Some teachers use Arabic After teaching for many years because they get board. Others use English at the very beginning of their teaching.

Q: Do you think that students' level of proficiency affects their use of Arabic? How?

A: Sure, when they are professional enough, they avoid the use of Arabic and they refuse using Arabic completely.

Date of interview : 19th/June/2011

Q: Why do you think that the use of Arabic in teaching English has drawbacks in the primary English classrooms?

A: I do not think so. However, the overuse of Arabic could have drawbacks since it deprives the kids from the very little chance they have during the class to be exposed to English.

Q: Why do you think that using English only is better in the primary English classrooms?

A: I do not think so. However, the language classroom should be recommended and enhanced through the classes to get the kids familiar with the most commonly used language. I think teachers should be aware of the kids' proficiency level and the language repertoire that they could understand to be used in classes. Teachers should also use language that is a little beyond the kids' level of proficiency (L+ 1 theory) to make sure they understand and to develop their already achieved level.

Q: When do you think the use of Arabic in teaching English is helpful in the primary English classrooms?

A: In explaining certain instructions to make sure that students know what to do before assigning the task for work.

-In translating certain abstract words

-When giving feedback.

Q: From your point of view, how much time should Arabic be used in the primary English classrooms?

A: It depends on the task in hand. However, it shouldn't in any case exceed 20% of the class time.

Q: From your experience, which gender does use Arabic more in the English classroom? Why?

males, because it is easier for the teachers to communicate with their students and because of the low level of the students in English.

Q: Do you think that years of English teaching experience affect teachers' use of Arabic? How?

A: May be. Fresh teachers may tend to use English more till they feel confident to be committed to English. However, some fresh teachers, as a result of being familiar with lectures in the university where in English is used, may be more committed to English.

Q: Do you think that students' level of proficiency affects their use of Arabic?

A: Of course it does. Less proficient students may shift to Arabic more than their more proficient peers.