



The Perceptions and Practice of L1 Arabic in Saudi University English Classrooms

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DECLARATION

I certify that, to best to my knowledge, all the material in this thesis represents my own work and that no material is included which has been submitted for any other award or qualification.

Signature: _____

ABSTRACT

During the last four decades, investigations into the use of L1 in L2 classroom have dramatically increased, gaining widespread attention. The current case study took place in the English Department of a Saudi university Teachers College where students are prepared to be EFL teachers after graduating from the BA program. The case study examined the perceptions of teachers, administrators and students, as well as the teachers' and students' actual uses of Arabic and their frequency in English language classrooms. In order to reach a good understanding of this issue, three tools were used: two questionnaires, which were answered by 178 students and 18 teachers; 16 interviews (seven students, seven teachers and two administrators); and 13 classroom observations (generally two classroom observations for one teacher). Results of the three methods showed facilitative uses of Arabic by both teachers and students, despite some conflicts between the theoretical understanding of using L1 and how to employ it in the L2 classroom. The findings also revealed that the institutional policy can play a vital role in using or avoiding students' mother tongue in the classroom. Some of the factors that emerged in the study were students having fluent parents or teachers holding a specific degree, which significantly influenced participants' opinions of using L1, actual use of L1 and amount of L1 used in the classroom. Teachers and students showed that they preferred using Arabic in certain situations for specific reasons, e.g. explaining a difficult concept to save time; whereas administrators held stricter opinions against the use of L1. A few negative classroom uses of Arabic, nonetheless, were also noted, for instance, students overusing Arabic while working in groups in the classroom.

Other issues were revealed in the study, such as the use of Arabic by native English-speaking teachers who have spent some time in Saudi Arabia. The reasons behind utilizing Arabic in the English classroom and the functions of these uses were also discussed.

DEDICATION

To my dear father and mother Abdulrahman and Mona

To my dear wife Nora

To my lovely children Abdulrahman and Mona

To my grandfather Hamad

To the memory of my grandparents Ali, Maitha and Hessa

To the memory of Khalid Al-Faraj and Abdushakim Altuwaijri

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would like to say to Abdulrahman and Mona when they read this, you have the greatest and most wonderful mother!

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
MT	Mother Tongue
L1	First language
L2	Second Language
TL	Target Language
SL	Second Language
FL	Foreign Language
TESOL	Teaching English to Speakers of Other Languages

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The Perceptions and Practice of L1 Arabic in
Saudi University English Classrooms

Chapter 1: Introduction

The primary aim of this study is to identify the perceptions and practice of L1 in L2 classrooms in a university EFL context.

Chapter 1: Introduction

1.1 Background of the Study

Whether or not to use or avoid the first language (L1) in a second language (L2) classroom is an ongoing argument in the field of language pedagogy according to Stern (1992). Therefore many studies, which are discussed mainly in section 2.6, have looked into it from different angles, ranging from Vogt (1954) to Sipra (2013). This is because the use of L1 when learning/acquiring L2 was challenged by many assumptions, e.g. the decline of using L1 in a number of teaching methods. The idea that exclusive use of L2 is the best way to teach L2, has been a belief to many educators in the field; whereas this dogma has been rejected in many studies as will be discussed throughout the literature chapter (Polio and Duff, 1994; Macaro, 1997; Schweers, 1999; Cook, 2001; Sipra, 2013). These studies and others have found facilitative use of L1 when teaching L2 for different levels of L2 and different ages. In secondary school stage, Franklin (1990), Dickson (1996) and Neil (1997), found that L1 facilitated learning L2 in functions such as explaining difficult grammar points and vocabulary, giving instructions, disciplining students' behaviour, and summarising the lesson. To take another example, Schweers (1999) and Tang (2002), were both conducted in a tertiary level as they found L1 useful to explain difficult concepts, new words and to check comprehension. Therefore, we find that the 'target language (TL) only' dogma has been challenged by recent studies.

Macaro (2005: 81) reported that:

We have to arrive at a pedagogy of codeswitching which bases itself on a theory of optimality in L1 use-how and when does codeswitching best lead to language learning, learning how to learn, and to the development of communication skills? (Macaro, 2005: 81).

Despite the evidence of success in implementing students' MT when teaching and learning a second/foreign language, however, some existing limitations need to be addressed. This study attempts to consider these limitations as they will be discussed in the following sections.

1.2 The Rationale of the Study

The primary aim of this study is to identify the perceptions and practice of L1 in L2 classrooms in a university EFL context. Most studies have focused on the use of L1 in the classroom, neglecting the attitude behind using or avoiding it. In addition, the functions of L1 will be discussed in order to compare them to relevant studies. Another limitation is related to factors which may influence the use, overuse, aversion or the feeling of guilt when resorting to L1 in the classroom. Factors such as teachers holding a specific degree, students bred in a bilingual context, i.e. they code switch as habit outside the classroom. Factors such as students' age and level of L2 proficiency were reported in many studies as main reasons of teachers' use of L1 according to Macaro (2000), however, factors related to the code switchers themselves will be reported in this study. Moreover, the study will look into the policy and how it affects teachers' opinions and their actual use of L1, if it exists indeed. Duff and Polio (1990) found that departmental policy influences teachers' use of L1 in the classroom. Clearly, educational institutions vary in viewing the L1 in a second language classroom. For example, in England, in the 1990s teachers were highly recommended to use L2 in all functions in the classroom; and some educational authorities in Ireland, in the 1980s, supported the expulsion of L1 from the classroom in order to minimize students' recourse to translation according to Macaro (2005); similarly in South Korea, the policy advises teachers to maximize the use of L2 (Liu, Ahn, Baek and Han, 2004); nonetheless, Ndamba (2008) reported that instructions in Zimbabwe are given in MT to children in stages one, two and three according to the language policy. In fact, the educational policy makers in Nigeria view code switching as a vital aspect in a multilingual country, so the policy stipulates that 'Every child should have the right to choose when he/she wants to use the mother tongue in all official situations', which is in some extent not followed, owing to the 'dogma of monolingualism' (Agbedo, Krisagbedo and Eze, 2012: 170). Therefore, the voice of administrators will be added in the current study as it could be related to the policy or inform us about what they think about the policy of using L1, if there is not one. Adding the administrators' views to the area could be crucial and would fill a gap in reviewing such a topic as many studies' emphases were on teachers or students but rarely both. This study will report the actual use of L1 in the classroom by teachers and students and investigate their attitudes towards the use of

L1, in addition to the perceptions of administrators in a university EFL context. Another interesting dimension that will be covered in this study is exploring the attitudes and the use of L1 by teachers who do not share the students' MT, but know and understand their language to some extent. The vast majority of studies have looked into teachers and students who share the same L1 (cf., Mitchell, 1988; Kharma and Hajjaj, 1989; Franklin, 1990; Dickson, 1996; Neil, 1997; Macaro, 1998; and Mohamed, 2007). This study will examine their use of L1 (functions), reasons behind their use of L1 (perceptions), and perhaps why they do not resort to their students' MT.

The research, therefore aims to answer the following questions:

Main question: What is the nature of using L1 in L2 classrooms?

Specifically this will be tackled in the context of Arabic as an L1 and English as the L2.

Research questions:

- R-Q 1: What are students', teachers' and administrators' attitudes towards the use of Arabic in the classroom?
- R-Q 2: What do students think about teachers and students who use Arabic?
 - Sub -Q 2.1: How do students feel when Arabic is used?
- R-Q 3: What do teachers and administrators think about students and teachers who use/avoid Arabic?
 - Sub -Q 3.1: How do teachers feel when Arabic is used?
- R-Q 4: How is Arabic used in the English language classroom?
 - Sub -Q 4.1: What are the functions in which students prefer their teachers to use Arabic?
- R-Q 5: How frequently do teachers switch to Arabic?
- R-Q 6: What are the factors that affect teachers' and students' choice of using or avoiding Arabic?

According to the above research questions, a triangulation will be conducted by using interviews, classroom observations, and questionnaires, which is called the *mixed methods*, in order to achieve more accurate and detailed results. *Mixed methods* could provide a general, more complete and clear picture of a piece of research (Dörnyei, 2007; Robson, 2011). Furthermore, the combination of the two methods, which is the most suitable for cross-cultural studies, gives the opportunity to grasp the advantages of qualitative and quantitative methods and to reduce the weaknesses of the two methods (Klassen, Chong, Huan, Wong, Kates, and Hannok, 2008). For example, *mixed methods* may benefit from the advantages of a quantitative method, such as analysing a large number of the sample and being a scientific approach since it is based on numbers, and also the advantages of a qualitative method, such as richness of data, which provides depth for the study, and being descriptive since it is based on words (Denscombe, 2003). However, the report of the actual use of L1 will be from the classroom observation, whereas opinions, ideas, and attitudes will be gathered from the interviews and questionnaires.

1.3 Background of the Context of the Study

Saudi Arabia, the focus of this study, is an independent monarchy situated in the south eastern part of Asia, founded in 1932. It is bordered by Jordan and Iraq to the north, Kuwait to the northeast, Qatar, Bahrain and the United Arab Emirates to the east, Oman to the southeast, and Yemen in the south, as shown in Figure 1.1. The capital of Saudi Arabia is Riyadh, where the study takes place. The importance of the country, for many people or countries, lies in two factors: religion and economy. Religiously, it has been known as the Land of Islam and millions of Muslims visit the two Holy Mosques, based in Makkah and AL-Madinah, every year. The other type of power, or we may call it, the hard power is related to economy. Saudi is considered the largest source of oil in the world as it is one of the world's largest oil producing countries.



Figure 1.1: Saudi Arabia

Adapted from (<http://www.the-saudi.net/saudi-arabia/saudi-main-cities.htm>)

1.3.1 General Education and EFL in Saudi Arabia

Saudi Arabia is one of the countries that started education late. Education started to be more formal in the 1940s for boys; while girls did not go to school until 1960 (Al-Hajailan, 1999; Al-Seghayer, 2005; Al-Johani, 2009). There are two ministries administrating and regulating education in the Kingdom: The Ministry of Education, which is responsible for the following stages: elementary (six years), intermediate (three years), and secondary (three years), called General Education; and the Ministry of Higher Education¹ which is responsible for universities and colleges. Figure 1.2 shows the educational system in Saudi from kindergarten to higher education.

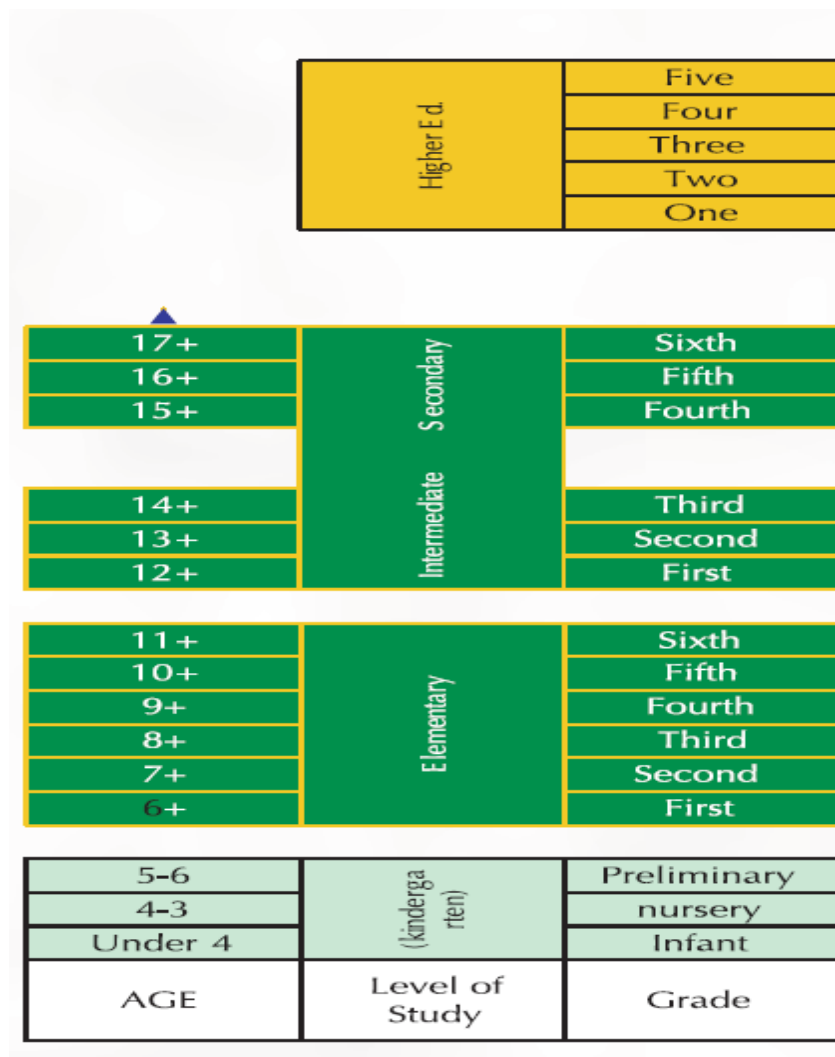


Figure 1.2: Educational System in Saudi Arabia

Adapted from (Saudi Arabian Cultural Mission, 2006: 2)

¹ The two Ministries (Higher Education and Education) have merged into one Ministry (The Ministry of Education) on 29/01/2015.

In public schools, English language is introduced starting from the fourth grade in the elementary stage (at the age nine) onwards to the final year in the secondary stage (at the age 18). However, in private schools, English language is introduced from the first grade in the elementary stage (at the age of six). English is taught throughout all grade levels for four 45 minute lessons per week. The majority of students and teachers are Saudis and there are a few who are other Arab nationalities. As a conservative country, English curricula are presented with limited references to Western cultures. Gray (2000) claims that English materials in Saudi Arabia are introduced with almost no references to English-speaking cultures. There is not a policy regarding the use of L1 either from the Ministry or the University, and the general goals of teaching English in Saudi Arabia did not take into account this matter. Some English teachers employ the grammar translation method as a teaching method; others use the communicative approach in teaching English (Al-Hajailan, 2003). Other studies argue that the audio-lingual method is mostly adopted in English classrooms, in line with a top-down approach (Grami, 2010). It is obvious that it is not compulsory to follow a specific approach; even though English teachers are encouraged to use the communicative approach (Al-Hajailan, 2003). This vagueness and confusion in reporting teaching methods might be a result of the lack of teachers' training and support from the Ministry of Education. Therefore, one the major problems is having unqualified English teachers in the field (Grami, 2010). The English level of students, as a consequence, is, unfortunately, below expectations and considered at a beginner or elementary level after graduating from the final year of secondary school (Al-Johani, 2009; Grami, 2010).

1.3.2 Higher Education and EFL

The poor outcome of students' English language proficiency and other subjects such as math and science has led a number of universities in the Kingdom to start with a preparatory year. The preparatory year program aims to prepare students for their undergraduate study at university. The main purpose is to improve students' English language level with some emphasis on other modules such as math and computer science. To be admitted to a university; students have to meet a certain average in their general percentage, a special percentage in some modules in the secondary

certificate (30%), and their grades in the general aptitude and achievement test (70%). After fulfilling this transition year successfully, students can join their colleges, taking in consideration, the availability of spaces in each college and department, their list of colleges' and departments' preferences, their grade point average (GPA) in the preparatory year. *King Saud University (KSU)*, the context of the study, started the preparatory year program in 2007 with one track, engineering and scientific track. Since then the preparatory year program has improved and extended to three tracks which are:

- a. **Medical Track:** It includes the colleges of Medicine, Dentistry, Pharmacology, Applied Medical Sciences, Nursing and Emergency Medicine.
- b. **Engineering and Scientific Track:** It includes the colleges of Engineering, Information Technology and Computer Sciences, Architecture and Planning, Business Administration, and Agriculture and Nutrition Sciences.
- c. **Humanities Track:** It includes the colleges of Arts, Education, Laws and Political Sciences, Tourism and Archaeology, Languages and Translation and *Teachers College*.

Teachers College, King Saud University, aims to prepare students to become teachers after graduation. It consists of 15 academic departments, such as, Arabic language, Islamic studies, Science and English language. The English Language Department, the context of the study, will be discussed in detail in section 3.3.

1.4 Thesis Structure and Chapter Outlines

This section presents a brief summary of contents of each chapter in this thesis.

Chapter 2: This chapter contains a review of the relevant literature of the study. It starts with providing a chronological review of the role of L1 in Teaching Methods starting from the *Grammar Translation* to recent methods. The discussion then moves to the three core issues of the topic (attitude (perception), functions (practice) and amount of L1 in L2 classroom). We start by reporting relevant literature of the attitudes towards the use of L1 by both teachers and students. Since the use of L1 is

considered to some extent code switching (CS), there will be a brief section of CS which sheds light on definitions and types of CS. Following this, we will look at purposes of using L1 in the classroom. Here we are going to discuss the functions of L1 in the classroom, e.g. discipline and the factors that influence the use of it such as the level of students in L2. The use of L1 is a matter of quality rather than quantity; however, during the study many teachers and students asserted that the amount of L1 is crucial. Therefore, we will provide a brief discussion regarding the amount of L1 in L2 classroom. The final section highlights the empirical previous studies of the topic which the gap and limitations will be grasped and discussed.

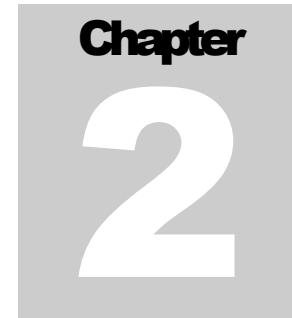
Chapter 3: This chapter is divided into two sections: 1) theoretical background of the methodology applied in this study 2) practical part for the current study such as the design of the questionnaire, a full description of the classroom observation and interviews and of the population of the study. Before going through the sections, the reader will be reminded of the research questions and the appropriate method(s) used for each question. The first section addresses the definitions of the case study and mixed methods approach. The discussion then moves to describe each tool used and why it is appropriate to this study. The second section, the practical section, emerges when discussing the instruments. Therefore, a full detail of the questionnaires, interviews and classroom observation will be explained. How these methodological tools are valid and reliable, and the ethical considerations will be followed. This section provides the reader with a full description of the participants, e.g. age, background, previous experience, etc.

Chapter 4: This is the finding chapter. Here we report the results obtained from the three instruments adopted in this study. We begin with reporting the quantitative data from the two questionnaires and part of the classroom observation, which is associated with numerical data. Then, the qualitative data obtained from the interviews and classrooms observations will be reported. Since this chapter is quite long, each section will be summarised to keep the reader on track.

Chapter 5: This chapter deals with the results obtained in order to discuss them. The sections in this chapter are based on the research questions. This chapter links the

concurrences and difference with the previous studies, and draws attention to the main findings of the current study.

Chapter 6: This is the conclusion chapter, it provides a discussion of the contribution of the study. Following this, the pedagogical implications are discussed, and the limitations of the present study are identified. Finally, recommendations for future research are suggested at the end of this chapter.



The Perceptions and Practice of L1 Arabic in Saudi University English Classrooms

Chapter 2: Literature Review

“As we have seen more than once, the basic position of ELT on this issue (L1 in classroom) has hardly changed for a hundred years. Try to avoid switching between languages, but obviously you will have to translate if you want to make sure that the learners understand what they are doing. Very reasonable, and seemingly straightforward. But, in fact, it is not really a straightforward issue at all. It is a psychologically complex problem and language teachers could do with appropriate advice. But, the renewed interest in bilingualism, which is probably one of the most salient characteristics of language education in the late twentieth century (the Canadian experience has been particularly influential, for instance), has had more to do with the sociology of the question than the psychology. Perhaps this is set to change” (Howatt, 2004: 259).

Chapter 2: Literature Review

2.1 Introduction

This chapter aims to present the theoretical background of previous studies to underpin this study. The current study is looking into the nature of L1 in L2 classrooms. So, the chapter starts with reviewing the FL/SL teaching methods and their correlation with L1. My study is looking into the perception of using L1. The following examines teachers' and students' attitudes towards using L1 in the classroom. This section includes the attitudes of teachers who share the students' MT, who are the mainstream, and teachers who do not. The chapter then moves to a longer section, which investigates the purposes of using L1 in the classroom, this includes the functions of L1, which is related to the other part of the current study; the actual use of L1 in the classroom. The amount of L1 in classrooms will then be discussed as a number of researchers argued about the optimal and maximal amount of L1 that should be considered in L2 classrooms. The chapter concludes by shedding light on previous studies that are relevant to my study.

2.2 Using L1 in Teaching Methods

The history of teaching methods can be traced back to the 16th century, for example *Grammar Translation* and *Direct Methods* (Hammerly, 1975; Stansfield, 1985; Howatt, 2004). Direct translation of decontextualized sample sentences of Latin continued to be strong until the twentieth century and was embodied by the term *Grammar Translation* (Richards and Rodgers, 2001). Subsequently, with the advent of the natural approach, a number of teaching methods arose during the Reform Movement and afterwards as a reaction against the 'Grammar-Translation' method, especially for its tolerance of the MT in teaching a foreign language (FL) (Harbord, 1992; Stern, 1992; Howatt, 2004).

Before discussing the teaching methods and their involvement with L1, it is essential to differentiate between the methods and approaches that will occur throughout this chapter. Anthony (1963) provided a distinct definition of the terms 'approach', 'methods' and 'technique' by giving each term its own task. They are recognised as a 'hierarchal' structure, from the broad notion of 'approach' through the general

strategy of ‘method’ to the classroom practice ‘technique’. This distinction, however, was developed and reorganised by Richards and Rodgers (2001) as ‘approach’, ‘design’ and ‘procedure’ which are under the umbrella of ‘method’. Richards and Rodgers (2001: 19-20) summarise Anthony definitions as:

- An *approach* is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...
- ...*Method* is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.... Within one approach, there can be many methods...
- “A *technique* is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well Anthony (1963: 63-67).

Two main methods can be identified which express the conflicting issues in using the first language in teaching a second language. They are the Grammar Translation and Direct Methods (Harbord, 1992). Ideally, teaching methods can be classified according to their correlation with the usage or avoidance of the Mother Tongue (MT) into three types: methods that encourage the use of the MT such as *Grammar Translation* and *Translanguaging*; methods that do not allow the MT under any circumstances as in the *Direct Method*; and other methods, which are the mainstream teaching methods, that discourage the use of L1, although under restricted conditions and in necessary situations L1 can be used e.g. *Task Based Language Teaching Method*.

These teaching methods will be discussed on the basis of their relevance to L1, either in favour or against its use. Some will be deliberated in detail according to their popularity [as stated in the literature], their extensive association with students’ native language, or perhaps, both. Other teaching methods that have little association with L1 will be discussed briefly by highlighting the role of L1 in each method. At the end of the section, there will be a table showing the involvement of L1 in each method (Table 2.1). Students’ native language has been an important element in almost every method. Stern points out that:

the century-old debate in foreign language pedagogy between the traditional (grammar-translation) method and the direct method centres around the

discrepancy between the learner's knowledge of his first language and his knowledge of the target language (Stern, 1983:402).

2.2.1 The Grammar Translation Method

The origin of *The Grammar-Translation Method* (GTM) is traced back to the 16th century and has been dominant in teaching foreign languages for centuries, although, it developed fully at the beginning of the nineteenth century (Hammerly, 1975; Stansfield, 1985). According to Howatt “the earliest Grammar Translation course for the teaching of English was written in 1793 by Johann Christian Fick” (2004:152). Gradually, GTM has been widely adopted across many countries around the world in order to teach a foreign language (Richards and Rodgers, 2001). GTM remains popular in many parts of the world because it suits large classes, offers confidence for students and the teacher is not required to have a high level of proficiency in the Target Language (TL) (Brown, 2001; Baker and Saldanha, 2009). In fact, Celce-Murcia claims that the ‘teacher does not have to be able to speak the TL’ (2001:6).

The main goal of GTM is to develop students’ skills in reading and writing in the foreign language in order to understand the literature and culture of the TL (Richards and Rodgers, 2001). As its name indicates, the major characteristic is to learn grammar rules following by their application in translating (written) passages (Hammerly, 1975; Stansfield, 1985). In addition to emphasizing the grammar rules, which are taught deductively, the students learn and memorise new vocabularies by reference to the equivalents in their MT (Larsen-Freeman and Anderson, 2011). L1 plays a crucial role in GTM as it is the main reference in learning L2 (Stern, 1983; Stern, 1992). Moreover, it is the medium for instruction for teachers to explain the grammar rules and the vocabulary. Students may also communicate with the teacher in their MT to understand more about the L2 literature and the grammar rules (Howatt, 2004). A relatively small amount of L2 is used by both teacher and students, and L1 is mostly used in the classroom (Celce-Murcia, 2001; Larsen-Freeman and Anderson, 2011). Hence, in GTM, L1 is used by both teachers and students for translating the reading passages and exercises, giving instructions, grammar explanation and communication.

2.2.2 The Direct Method

As a reaction to the GTM, the *Reform Movement* emerged in the 1920s and its aim was to develop other methods in language teaching (Richards and Rodgers, 2001). The notion of resorting to the MT in teaching a foreign language was one of the major reasons behind the *Reform Movement* (Howatt, 2004). It suggested that the TL should be learned in the same way as the MT was ‘naturally’ acquired; as Gouin’s natural view towards language learning (Brown, 2001; Richards and Rodgers, 2001). ‘This led to what had been termed Natural Methods and ultimately led to the development of what came to be known as a *Direct Method*’ (Richards and Rodgers, 2001:11). The roots of the *Direct Method* can be found in late 16th century literature as a natural way of learning languages (ibid.). It was also mentioned as a recommended language teaching method in 1853 by Claude Marcel (Howatt, 2004). Subsequently, it became popular in the US after the success of Sauveur and Berlitz’s language schools (Richards and Rodgers, 2001).

The main objective of the *Direct Method* is to promote the spoken second language without any reliance on the L1. Unfamiliar concepts should be ‘directly’ elucidated in the TL without utilizing the students’ native language (Celce-Murcia, 2001; Richards and Rodgers, 2001; Larsen-Freeman & Anderson, 2011). The *Direct Method* concentrates on ‘oral communication skills and vocabulary is presented through demonstration, objects, and pictures’ (Richards and Rodgers, 2001:12). Grammar is taught inductively; the students figure out the rule from the given examples and grammar rules are not presented explicitly (ibid.). Correcting pronunciation is a feature in the *Direct Method*; thus, a native-speaking teacher is recommended (ibid.).

Unlike GTM, the students’ native language is never allowed and the focus on vocabulary over grammar is obvious. Linguists, who support the avoidance of the MT, argue that translation will not give the exact meaning of the word. However, according to Brown (2001: 22), the *Direct Method* was criticised for ‘its weak theoretical foundation’, and because it needed bigger classes, more time and money. Therefore, by 1925 many language educators in Europe and the US had returned to

GTM (ibid). Clearly, we can see that there is no place for L1 in the *Direct Method*, it can be said that L1 is banned within this method.

2.2.3 The Audio-Lingual/Audio-Visual Methods

After the outbreak of World War II, towards 1940, the American military was keen to seek a language teaching approach that focused predominantly on aural/oral skills. This was to enable soldiers to learn at least basic verbal communication skills, of both the allies and the enemies' languages, in a short period (Richards and Rodgers, 2001). Therefore, the *Audio-Lingual Method (ALM)* was initially called the "Army Method", before Nelson Brooks in the 1950s coined the term *audio-lingual* (Stern, 1983; Richards and Rodgers, 2001). ALM's principles were based on structural linguistic and psychological behaviourism theories that consider the language as a set of habits (Brooks, 1964; Stern, 1983). The main characteristics of the ALM are: the TL is taught in dialogue form using techniques such as mimicry, memorization and visual aids; there is great focus on pronunciation, the word should be said as a native speaker says it; there is little consideration of vocabulary and grammar, and the use of the MT is minimized by the teacher (Prator and Celce-Murcia, 1979).

The *Audio-Visual Method* was developed at the Centre de Recherches et d'Etudes pour la Diffusion du Francais (CREDIF) in France in the 1950s and by the 1960s, it was widely promoted in Europe for teaching modern languages. It is similar to ALM as it also focuses on drills, tape recorders and oral skills. Furthermore, it employs film-strips and picture sequences as visual aids and considers communication to be the basis for language learning (Byram and Hu, 2013).

The MT and TL are viewed from two angles: how they are formed in the (learners') mind and how they are applied in the classroom. In ALM, it is assumed that the TL and MT are formed in two different "separated" systems. Thus, the old habits of students' acquisition of the MT will be implemented to learn the TL (Larsen-Freeman & Anderson, 2011). Following the monolingual approach, L1 is avoided or may be limited; hence, translation is neglected in this method (Stern, 1983). The TL is primarily utilized in the classroom in different functions such as, giving instructions, explaining concepts and in communication (Richards and Rodgers,

2001). However, a small amount of L1 may be used in limited situations, and only by the teacher (Prator and Celce-Murcia, 1979; Rivers, 1981). Therefore, linguists and language teachers criticised ALM due to the lack of communication skills it offers to learners in the classroom and the focus on oral skills via mechanical drills rather than creativity (Rivers, 1981; Richards and Rodgers, 2001). This changed the emphasis to seek a more communicative method such as the *Communicative Language Teaching Approach*. Similar to the *Direct Method*, in ALM and the *Audio-Visual Method* L1 is generally excluded in the classroom; nonetheless, some researchers suggested a minor limited contribution for L1, but only by the teacher.

2.2.4 Communicative Language Teaching

The *Communicative Language Teaching* (CLT) approach was developed in the mid-1970s by a small group of American and British linguists (Richards and Rodgers, 2001). Wilkins's work was considered to be a crucial contribution to the approach, as he shifted the emphasis from the language aspects to the communicative meanings that learners need to understand and express themselves (Wilkins, 1976). Unlike Chomsky's linguistic competence theory, it was suggested in Hymes's 'communicative competence' that an L2 user should be able to apply the knowledge in a communicative language context (Hymes, 1967). This can be described as the first phase of CLT, which focused on designing the communicative syllabuses.

The next phase was the actual practice of CLT in classrooms. Learners in CLT engaged in communicative activities in the TL in order to be able to express themselves (Celce-Murcia, 2001; Larsen-Freeman and Anderson, 2011). Therefore, the emphasis is on improving communicative skills as a reflection of real life communication through, for instance, role-plays, games and group work (Larsen-Freeman and Anderson, 2011). The teacher is considered to be a facilitator and the learners are more involved in conversational sets, although the teacher must be fluent in the TL (Celce-Murcia, 2001). As a consequence, a native-like or a native English-speaking teacher will be preferable in CLT rather than a bilingual one (Brown, 2001; Ellis, 2002).

There seems to be very little space left for the MT, since the goal in CLT is to interact in the TL. According to Finocchiaro and Brumfit, ‘Judicious use of native language is accepted where feasible ... translation may be used where students need or benefit from it’ (1983:92). In addition, L1 might be a good tool if it is utilized properly in the lesson (Atkinson, 1993). These proper functions are identified as giving instructions and translating new vocabulary (Willis, 1981; Prabhu, 1987). In the *Task Based Language Teaching* method (TBLT), as an extension of CLT, L1 seems to be used reluctantly in situations where it is necessary such as explaining difficult grammar points or giving instructions. In some specific frameworks in TBLT, such as the sociocultural framework, the MT is thought to be a useful tool and a precious resource (Anton and DiCamilla, 1998; Ellis, 2008). Although the TL is the main communication language between students during a task, the use of L1 is inevitable when they are off-task in the classroom (Seedhouse, 2004). L1 is not banned; L2 is the main language medium in the classroom and students are encouraged to use it (Willis, 1996). Nevertheless, other views of using L1 in CLT and TBLT suggest it is only used rarely in instructions to advise learners, for example, to avoid L1 in the classroom (Cook, 2001). These conflicting views make it clear that there is vagueness about the role of L1 in CLT. Kharma and Hajjaj (1989) affirm that the position of students’ native language in CLT is not clear. However, as a learner-centred approach, students interact more in the classroom and resorting to their native language is natural behaviour.

Like all teaching methods, there are a number of drawbacks to CLT. It has many interpretations and possible versions and there is no agreement on its definition (Howatt, 2004; Brown 2007). That is why the views about using L1 vary. Also, it is not easy for a non-native speaking teacher to apply all of the procedures of CLT (Brown, 2007). A teacher with low proficiency may suffer in implementing CLT; therefore, using L1 to explain grammar rules will help a non-native speaking teacher (Richards and Rodgers, 2001). Since CLT is a learner-centred method and follows a task process; it is difficult to use in large classrooms.

One of the characteristics of CLT is the focus on fluency rather than accuracy; this might lead students to make mistakes related to grammar and coherence (Lightbown

and Spada, 1990). Moreover, students who do not practice L2 outside the classroom or who are at beginner level will find CLT difficult. Since the 1960s, CLT has been improving and becoming more than a method, perhaps an approach or a philosophy. It is not just applied around the world, it is even influencing other teaching methods (Richards and Rodgers, 2001; Brown, 2007). In summary, the attitudes of CLT to the use of L1 are to explain new vocabulary, to clarify vague instructions and to some extent for social purposes.

2.2.5 CLIL and the Canadian Immersion programs

A recent teaching method is *Content and Language Integrated Learning* (CLIL), developed by David Marsh in 1994. The method was an extension of the *Canadian Immersion Programmes* which were introduced in bilingual educational contexts in Canada and the US in the mid-1960s (Ruiz de Zarobe & Jiménez Catalán, 2009). CLIL aims to use a foreign language to learn a certain subject such as science, maths, history, etc. (Calviño, 2012). The emphasis in CLIL is on both language and the subject, which creates a ‘dual-focused educational approach’ (Marsh & Frigols, 2013: 911). Students’ MT could play a crucial role in CLIL when introducing new material in their own language; asking them what they already know about the topic and/or allowing them to discuss the new material in group work (see CLIL Materials Cambridge ESOL, 2008; Ruiz de Zarobe & Jiménez Catalán, 2009).

Although teachers are encouraged to remain in the TL as much as possible, it has been clearly observed that L1 is sometimes used by them, and the learners, in functions such as explaining teachers’ instructions, discussing topics in group/pair work, developing ideas for crucial content and speaking together informally (ibid.: 9). According to Ruiz de Zarobe and Jiménez Catalán (2009), to practise CLIL effectively, it is recommended that L1 be used when providing instructions, especially with beginners in L2 and, with all stages, introducing language skills materials, e.g. reading and speaking. L1 use seems to be inevitable since students are encouraged to be active and speak more in CLIL, either together in group work or with the teacher. The use of L1 is also tolerated as sometimes the emphasis is more on the content rather than the target language. This could also apply on the related *Canadian Immersion Programmes*, although code switching seems to be more

‘habitual’ according to Lasagabaster (2013: 6) in *Canadian Immersion Programmes*, as it is founded in bilingual contexts and mostly practised in bilingual education schemes.

2.2.6 Translanguaging

In line with CLIL and *Canadian Immersion Programmes*, *Translanguaging* was developed by Cen Williams during the 1980s and practiced in Welsh schools. It has continued to develop and has become more popular after the work of Garcia in 2009 (Lewis, Jones and Baker, 2012).

Translanguaging includes code-switching, the shift between two languages in context, and it also includes translation; however it differs from both of these simple practices in that it refers to the *process* by which bilingual students perform bilingually in the myriad ways of classrooms – reading, writing, taking notes, discussing, signing etc. *Translanguaging* is not only a way to ‘scaffold’ instruction, to make sense of learning and language; rather, *Translanguaging* is part of the metadiscursive regimes that students in the twenty-first century must perform ... (García, 2011: 147)

Translanguaging is applied in conversation, reading, writing, thinking processes, intrapersonal and interpersonal. In *Translanguaging*, the argument for using or avoiding the students’ own language is not the issue; rather, it is the maximum benefit of exploiting the existence of two languages. Therefore, the role of L1 is not to use it for certain functions; instead, it is about a system that engages L1 and L2 in a two-way pedagogical performance within a bilingual context. Moreover, the weaker language L2 is improved by using the stronger language L1 (Williams in Lewis, Jones and Baker, 2012). The idea of separating the two languages and focusing on one language is challenged in *Translanguaging*. Therefore, taking the advantages of both L1 and L2 to integrate them is an objective to convey, receive and comprehend the message conveniently.

Translanguaging has the potential for crosslanguage transfer, flexibility in language and pedagogic classroom approaches, ideas more easily conveyed, understood and relayed, and the permeability of learning across languages. (Lewis, Jones & Baker, 2012:9).

García (2009) suggested that *Translanguaging* is a spontaneous mechanism that goes beyond the classroom into everyday matters outside a pedagogical set. She said that children mainly *Translaungae* not only for learning, which is effective, but also for

including others and to work cooperatively (ibid.). Therefore, *Translanguaging* is considered an effective method and spreading rapidly, especially in bilingual contexts. To conclude, L1 is part of the curriculum and it is accepted, not only to learn the TL, but also for other purposes in the classroom.

2.2.7 Other Teaching Methods and MT

A number of teaching methods do not have much involvement with the MT. Nevertheless, the MT is stated in their implementation, whether it is negative or positive. Gattegno's *Silent Way* method, developed in 1972, considers L1 to be a valuable tool and it can be used to give feedback, especially in the beginner levels. It can give meaning to a whole concept, not a word-for-word translation, and if necessary to give instructions (Larsen-Freeman and Anderson, 2011). Moreover, the teacher may benefit from the MT phonetic sounds, which are like the TL, in order to build upon students' 'existing knowledge' of the MT (Larsen-Freeman and Anderson, 2011: 64).

Asher's *Total Physical Response* (1977) ignores the use of L1. The only time it is utilized is when one is explaining the procedure of the method and the instructions (Asher, 1969). Most of the explanations it provides are via body movements and 'rarely the native language be used' (Larsen-Freeman and Anderson, 2011: 110).

Lozanov's *Suggestopedia* (1979), which later became known as *Desuggestopedia*, also does not generally tolerate students' native language. Perhaps the only usage of L1 is to employ translation 'during the reading students are able to refer to the translation in their mother tongue' (Lozanov and Gateva, 1988: 93). Larsen-Freeman and Anderson add that the teacher also might resort to L1 if needed, but should reduce the use of it gradually (2011).

Jacobson's *New Concurrent* method was developed in 1975. It suggests that since children generally come from a certain class and background with an identity related to their mother tongue the MT and TL should be used concurrently (Jacobson, 1990). Therefore, it accepts this situation or fact and not only allows the students to use L1

in certain functions, but also utilizes L1 judiciously (ibid.). In this method, L1 plays a major role in functions such as drawing students' attention and giving them feedback (Cook, 2001). In the *New Concurrent* method, both languages are improved, so children are able to switch between them efficiently (Jacobson, 1990). Cook assumes that "Jacobson's switch-points resemble the patterns in real-life code-switching, adapted to the classroom" (Cook, 2001: 412).

The *Lexical Approach*, published by Lewis in 1993, concentrates on 'comprehending', 'producing' and developing 'lexical phrases', 'chunks' or collocations (Lewis, 1993: 95). For example, the noun 'exam' associates with verbs such as 'take', 'fail' and 'pass', which are introduced in phrases or in complete sentences to the students (Lewis in Richards and Rodgers, 2001). Lewis (1997) affirmed clearly that L1 plays a vital role in teaching and learning in his approach. Students' first language is considered a valuable tool when the teacher cannot explain a difficult concept. Lewis (1997) suggested that the translation should be chunk-for-chunk instead of word-for-word. Providing the equivalent word combinations in L1, in the *Lexical Approach*, is a technique for raising students' awareness and understanding of the TL.

The *Silent Way*, *Total Physical Response*, *Desuggestopedia* [and maybe *New Concurrent*] are identified as 'humanistic methods' (Stevick, 1990: 66). In recent years, technology has emerged as a crucial element in teaching and learning languages. It is not merely an electronic dictionary or a smart board, but teaching and learning through the World Wide Web. For instance, blogs, YouTube, Wiki or social network sites such as Facebook and Twitter are used as useful resources and tools to learn and teach languages (Larsen-Freeman and Anderson, 2011). In fact, 'the use of technology for the latter is at least a significant methodological innovation' (ibid: 200). The role of a students' native language in order to administrate a task, via a website, may be accepted for 'communication and support, as needed' (ibid.: 210). Since the lesson is organised as a task, the TBLT procedure including the interference of L1 during the task can be followed as a way to clarify the instructions. To sum up, L1 is considered to be a valuable tool in recent methods, especially in bilingual contexts where L1 and L2 are used effectively. There are

other methods in which L1 plays a positive role in the classroom, although these methods are rarely implemented in the classroom. Examples are *Cognitive Code Learning* and *Community Language Learning (CLL)* and, in addition, those rarely mentioned in the literature, such as *The Dodson' Bilingual Method* (see Table 2.1).

Table 2.1: L1 Involvement in Teaching Methods

Method	L1 Involvement
GTM	L1 crucial for both teachers and students to use in functions such as translation, grammar explanation, communication and giving instructions.
Direct	L1 to be banned
ALM/ Audio-Visual	L1 to be almost banned; although a few researchers suggested a minor limited use of L1 but only by the teacher.
CLT and TBLT	L1 to be occasionally tolerated to explain new vocabulary, to clarify vague instructions and to some extent for social purposes
CLIL and Canadian Immersion Programmes	The two methods are applied in bilingual contexts and L1 is tolerated by both teachers and students and even the content, e.g. text book.
Translanguaging	L1 is part of the curriculum and it is accepted not only to learn the TL but also for other purposes in the classroom.
Silent Way	L1 to be considered valuable to give feedback, meaning a whole concept not word-for-word translation, instructions and benefiting from the MT phonetic sounds, which are like the TL.
Total Physical Response	L1 to be used in limited situations such as explaining the procedure of the method.
Suggestopedia/ Desuggestopedia	L1 is not tolerated; although few exceptions for the teachers, yet they need to reduce it gradually; also students could do some translation while reading.
New Concurrent	L1 is accepted as code switching, it is part of the method and L1 can be used effectively in functions such as drawing students' attention and giving them feedback.
Lexical Approach	L1 is crucial to explain difficult concepts and translation should be chunk-for-chunk instead of word-for-word.
Cognitive Code Learning	L1 is important in certain functions such explaining grammatical points and meanings.
CLL	L1 plays a positive role in translation, giving feedback and instructions.
Dodson's Bilingual Method	L1 contributes in functions such as grammar explanation, communication, conveying meaning.

2.3 Attitude towards the Use of L1

Attitude consists of three main elements: ‘the cognitive, affective and readiness for action components’ (Baker, 1992: 12). *Cognitive* here, according to Baker, are thoughts and beliefs; *affective*, relates to feelings; and *readiness for action* concerns ‘a behavioural intention or plan of action under defined contexts and circumstances’ (ibid.: 13). *Attitudes* obviously shape a persons’ ideas with other components such as experience that may appear in their actions. Recently, researches on beliefs, *attitudes* or assumptions and their correlation with practice in the classroom have been growing in the field (Borg, 2003). Not only may they affect teachers’ practice but also what students obtain in the classroom (Borg and Al-Busaidi, 2012). It can be seen that belief is a part of an *attitude* which is either positive or negative (Edwards, 1995).

In the matter of using L1 in the classroom, *attitudes* behind teachers’ decision in resorting to L1 or avoiding it and what do students think about this decision and their *attitude* towards the use of L1 in general will be discussed in this section; in section (2.4), *attitudes* about functions of L1 in L2 classrooms will be discussed in detail; and how to measure attitudes directly and indirectly and what scales are applied will be discussed in the methodology chapter (see section 3.5.1). It goes without saying that we can divide the *attitudes* towards the use of L1 into three positions: positive attitudes, negative *attitude* and neutral or perhaps ignoring the idea. Tracing the attitudes of teachers and learners throughout a number of studies, according to Al-Shidhani (2009), shows that a positive attitude and awareness have been growing gradually towards the use of L1 in a second language classroom as will be revealed in this chapter. It is important to indicate that there is a difference between what is thought about languages’ uses, e.g. L1 and L2, and what is the actual use, as the current study tries to answer. For example, a teacher may believe that using L1 in a classroom may help students to understand the TL faster and better; although he/she ignores it as there is a general negative *attitude* towards using it. Generally, attitude has a major impact on students’ success in learning a language ‘especially attitudes to the teacher and the classroom situation’ (Ringbom, 1987: 28).

2.3.1 Teachers' Attitudes towards the Use of L1

A number of researchers have investigated the use of L1 and teachers' attitudes towards it (e.g. Dickson, 1996; Macaro, 1997; Schweers, 1999; Tang, 2002). One popular fallacy is teachers' belief that 'TL only' approach leads students to understand and speak more in the TL. Actually, it was suggested that the use of L1 does not affect students' exposure to L2; instead it helps and aids L2 learning (Tang, 2002). Furthermore, it was affirmed that teachers' exclusive use of L2 did not have any correlation with students' L2 amount during their discourse in the classroom (Macaro, 1998). Another fallacy is that a high level of experience in L2 teaching leads to more use of L2. According to Macaro's (1998) study, evidence showed that there was no significant differences between teachers' teaching experience and their attitudes towards the use of L1. However, teachers' attitudes towards L1 use may be influenced by other features such as 'the way in which they have been trained and, in some cases, on their own language education' (Mattioli, 2004: 21). Since English teachers are usually either *native speaker or non-native speaker teachers*²; attitudes from both types should be considered.

Native speaker is a complex term that has been a controversial issue for many years; although it is obviously distinguished in real life, I will refer to simple and comprehensive definitions for both terms. A *native speaker* of the English language, for instance, is a person 'who learns English in childhood and continues to use it as his dominant language and has reached a certain level of fluency' (Tay, 1982: 67).

Non-native-speaking teachers of English are as Medgyes (2001: 433) put it:

- “
- Their English is a second or a foreign language;
 - Who work in an EFL/ESL environment;
 - Whose students are monolingual groups of learners;
 - Who speaks the same native language as his/her students.”

Both definitions apply to the current study context, however, it is important to add who has a qualification to teach English as a foreign/second language. Moreover, *non-native-speaker* teachers are mainly or perhaps considered bilinguals as they

² In the context of this research, Native English-Speaking Teachers are English teachers who grew up in English speaking countries (e.g. Canada, America, Britain, Australia ...etc.) and speak English as a first language; while Non-Native-Speaker Teachers are teachers who grew up in Arab speaking countries (e.g. Egypt, Saudi Arabia, Jordan ...etc.) and speak Arabic as a first language.

share students' native language and teach them L2. I consider the broad flexible definition of bilingual, which is the person who has a high proficiency in a language (MT) and 'can produce complete meaningful utterances in the other language' (Haugen, 1953: 7).

2.3.1.1 Teachers' Attitudes in Previous Studies

In a study by Kim and Petraki (2009), who investigated the attitudes of teachers' use of L1 in a Korean school, found that *native English-speaking* teachers believed that L1 might be rarely helpful during the class; while Korean teachers thought it could be helpful on many occasions such as explaining new terms or difficult grammar points. As *native-speaker* teachers cannot use L1, it might reflect their attitudes towards using it, although they can see the benefit of L1. The Korean teachers held a positive attitude towards the use of L1; although they admitted overusing it on some occasions (Kim and Petraki, 2009). In a similar study in a university in Japan, McMillan and Rivers (2011) stated that *native speaking* English teachers held a positive attitude about the use of L1, and thought that it could facilitate communication and aid comprehension. Surprisingly, they found that teachers who were less proficient in the students' native language had more positive attitudes about using it during the class. It might be asked here, how it is possible, for instance, for a *native English-speaking* teacher to use Arabic properly in a classroom room full of Arab students? Hopkins (1989) reported ways in which L1 can be efficiently used, even with monolingual teachers, *native speakers*, such as asking students to give the meaning in L1 or asking a bilingual teacher to assist him/her. Teachers, however, especially language teachers, are aware of approaches to grasp a language; therefore a German teacher in China, for example, will have a number of Chinese words and expressions that could support him/her during the lesson.

Ismail (2011) also found that *native speaking* English teachers held more positive attitudes in using L1 in the classroom than the *non-native-speaking* teachers. The less positive attitude towards the use of L1 seems to come from the bad reputation of using L1, or perhaps the negative use or abuse of the L1 in the classroom. This might explain why a number of teachers especially the *non-native-speakers* felt guilty when they were resorting to L1 as reported by Mitchell (1988), Harbord (1992) and

Macaro (1998). Although, a large number of the teachers doubted the idea of avoiding L1 was a sign of good teaching (Macaro, 1998).

Teachers in general think that L1 could be helpful in task instruction to save time and to build a rapport with students (Macaro, 1998). Moreover, a number of studies according to Macaro (2000) reported the following results regarding the teachers' attitudes:

- The majority of teachers are against the idea of total rejection for L1.
- The majority of teachers consider the TL the dominant language in the classroom.
- Teachers find L1 useful in functions: i.e. building relationships with students, explaining difficult instructions, using L1 in matters related to students discipline and explaining grammar points.
- Students' age and level of L2 proficiency are considered the main reasons of teachers' use of L1.

As shown, the negative attitudes of using L1 or the idea of ignoring it or banning it is being re-evaluated among educators, instead the question of how to benefit from students' native language is reconsidered; teachers should take into consideration Macaro's two types of the recourse to L1 as whether it is a 'valuable tool' or an 'easy option' (2001: 545).

2.3.2 Students' Attitudes towards the Use of L1

Students in a vast number of studies believe that using L1 for different purposes is essential in L2 classrooms (Horwitz, 1988; Schweers, 1999; Tang, 2002; Nazary, 2008; Rolin-Ianziti and Varshney, 2008; Al-Nofaie, 2010). Despite these studies that reported the positive attitude of using L1, Duff and Polio (1990) claimed that students adapted the situation in the classroom according to their teachers' approach regardless of the amount and the way of employing L1. The explanation could be that the teachers, who are the experts in the eyes of students, have their impact on students in the way of teaching the language [TL] (Horwitz, 1988). However, Macaro (2000) said that there was not a correlation between teachers' and students' amount of talking either in L1 or L2; therefore teachers who used L1 excessively did not lead students to overuse it. It seems that students may accept whatever teachers

choose to follow in teaching e.g. monolingual teaching or allow codeswitching as they do not have a choice generally; nonetheless their attitude in using L1 could not be affected by the practice of their teachers only.

2.3.2.1 Students' Attitudes in Previous Studies

In Ismail's (2011) study, students preferred the use of Arabic (L1) in the classroom and, in contrast, favoured *native speaking* English teachers. Here we may have two beliefs: the general idea of *native speaking* teachers considered as the ideal teachers and their need of L1 to help them to understand and comprehend the TL. This may lead researchers to ask students if they prefer *native speaking* teachers who are aware of students' native language. There is a lack in research to cover this point; besides the need of investigating students' preference of *native speaking* teachers who do not know anything about students MT (Macaro, 2005). This is discussed in Burden (2004) who found the majority of students prefer teachers that know their language as in Nazary's (2008) study; moreover a larger number of students prefer them to use L1.

Students largely reject the exclusive use of L2, especially by older and low proficient students, for long periods, often more than an hour (Macaro, 2000). The majority of students in Macaro's (1997) study thought that L1 was crucial to clarify complex instructions. Moreover, a majority of students favoured L1 to understand linguistic elements i.e. grammar and vocabulary. External factors could influence students' perceptions such as institutional policy (Rolin-Ianziti and Varshney, 2008). It is believed that the use of L1 could contribute in reducing students' anxiety and support learner centred approach (Auerbach, 1993). Furthermore, results of Scott and Fuente's (2008: 109) study showed that excluding L1 added pressure and negative influence to the students and the activity 'appears to inhibit collaborative interaction, hinder the use of meta-talk, and impede "natural" learning strategies'. Even with banning L1 in the classroom; students continued to translate in their minds during the group work task (ibid). This cross-linguistic mechanism leads to shedding light on the status of L1 and L2 in mind, which will be discussed briefly in the following section (2.3.3).

2.3.3 L1 and L2 in L2 Learners' Minds

One of the essential arguments about avoiding L1 when learning L2 is the way that the L1 is acquired. Since children acquire L1 without relying on other languages, L2 should be so. According to Jacobson (1990) there is not much evidence to support this idea. There is no doubt that children or beginners who start to learn another language depend on their L1 as a stage before saying anything in L2 (Auerbach, 1993). Moreover, L2 learners continue to think through their native language until high advanced levels in L2 proficiency (Macaro, 2001). Every single word in L2 is linked to its synonym in L1 through the compound system according to Weinreich (1953); and a number of studies prove that this process happens especially at the beginning of acquiring L2; in order to decode every L2 item into its meaning in L1 (Potter, So, Von Eckardt and Feldman, 1984; Kroll and Sholl, 1992; Kroll and Stewart, 1994). Inevitably, L1 is playing a crucial role cognitively at most of L2 acquisition stages which bring the issue of L1/L2 separation in the learners' mind into question.

A number of researchers disagree with idea of total separation between L1 and L2 in one's mind (Stern, 1992; Cook, 2008; Jarvis and Pavlenko, 2008). To explain this firm view, Cook asserted that 'the two languages are very far from separate' (2008:182). However, as the two languages are far from being totally separate, they are also far from total integration, except for a very rare situations; instead, they are interconnected in-between (Cook, 2014) (See Figure 2.1).

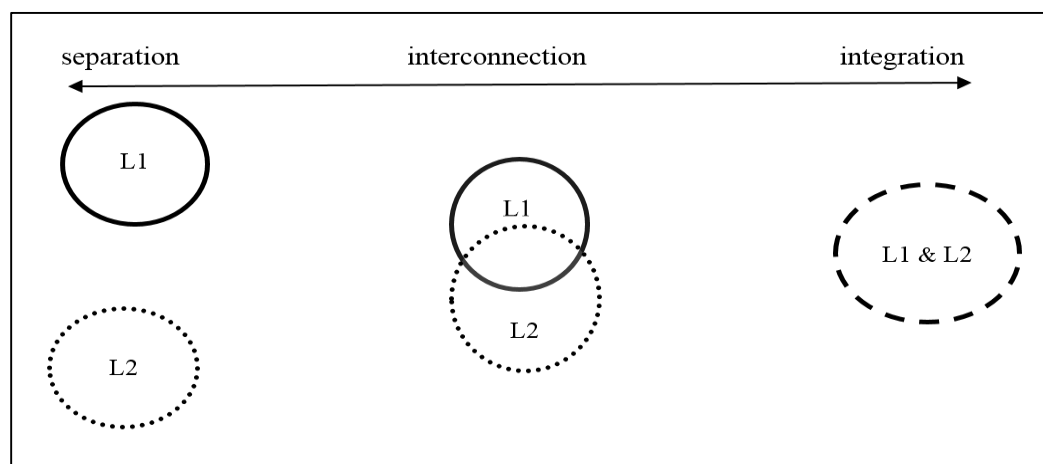


Figure 2.1: Degree of relationships between L1 and L2 in one mind

Adapted from (Cook, 2014: 13)

In some features of both languages and also the level of proficiency in L2 may affect the way both languages interact. As Jarvis and Pavlenko put it

“Neither separated nor shared but interconnected lexicons, where access will be constrained by the strength and kind of the interlingual links established between the words and the structures in question... within the same lexicon, some representations will be separate and others shared or partially shared” (2008: 222).

Moreover, Cummins (1979) stated that the level of both languages, whether they are high, intermediate or low, influence learners’ cognitive improvement. These and other studies clearly draw attention to the vital role of MT in the learners’ mind when they acquire L2, which rationally brings L1 to have its appreciation in practice as a value source in L2 learning setting.

2.3.4 Code Switching

In the classroom, we have a special form of code switching: it is going from one language to another, but at the same time, it is not going to have the same kind of rules, conditions and structures that we have in the real life of code switching. A number of researchers in the area of utilizing L1 in a second/foreign language classroom use the term CS (Moore, 2002; Macaro, 2005, Rolin-Ianziti and Varshney, 2008; Colombo, 2012); even though CS is identified as systematic patterns of everyday interaction. Therefore, a brief discussion about CS should be considered; since using MT in L2 classroom equivalents CS in some studies.

The term *code switching* (CS) or, as it is sometimes written, *code-switching* or *codeswitching* can be traced to when it first appeared in Vogt’s work in 1954, who was inspired by Uriel Weinreich’s book *Language in Contact* (1953) (Auer, 1998). CS is described as a psychological phenomenon more than a linguistic one (Vogt in Auer, 1998). Gumperz gave a broad definition for CS as ‘the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems’ (1982: 59). CS does not only occur in bilingual contexts, but indeed, in multilingual ones. There have been a number of studies that discussed CS and these have come up with different types. According to Poplack, there are three types of CS: *inter sentential*, *intra sentential* and *tag-switching* (1980).

Inter sentential switching occurs unintentionally in a sentence boundary or clause when a speaker recalls a term in another language because he momentarily forgets it (Romaine, 1989; Crystal, 2008). *Intra sentential* code switching or so-called code-changing occurs within a sentence boundary or clause (Poplack, 1980). This type of CS is the most common CS form in communication between bilinguals (Gumperz and Hernandez-Chavez, 1972; Poplack, 1980). In *tag-switching* or emblematic switching, borrowing a tag phrase or word, involves the insertion of a label in one language into an utterance, e.g. ‘I mean...’ which is in the other language (Poplack, 1980; Mahootian, 2006). Blom and Gumperz introduced two types of CS *situational* code switching and *metaphorical* code switching (1972). Gumperz later on developed his work and modified the term into *conversational* code switching which included the functions of CS (1982). In *situational* code switching, the speaker switches languages according to the situation; while in *metaphorical* code he/she switches languages to achieve a special communicative effect (Blom and Gumperz, 1972). Myers-Scotton suggested that CS involves an asymmetry between a matrix language and embedded language driven by a socio-psychological motivation (1988). She developed Gumperz’s work in conversational code switching to *markedness model* from the social motivation perspective, which is the choice of a speaker’s linguistic variety among other possible varieties in different situations (1993). There are two types of CS: *classic* code switching, one language is demonstrating and being the source of the abstract grammatical specifications; while *composite* code switching is where the two languages in CS work integrated as the source of the rules of both languages (Myers-Scotton, 2002).

Gumperz and Myers-Scotton used the term ‘strategies’ instead of functions (1982, 1993). There are many functions or strategies for CS including quotations, reporting, addressee specifications, interjection, reiteration and changing the topic or activity (Gumperz, 1982; Auer, 1998). However, in L2 classrooms the functions are more related to the learning, teaching or emotional matters. Raschka, Sercombe and Chi-Ling (2008: 5) reported seven main functions of L1 in L2 classrooms as following:

- “(1) Linguistic insecurity, e.g. the difficulty teachers experience in relating new concepts (also discussed by Merritt et al., 1992: 112_113);
- (2) Topic switch, i.e. when the teacher switches code according to which topic is under discussion;

- (3) Affective functions, e.g. spontaneous expression of emotions and emotional understanding in discourse with students;
- (4) Socialising functions, i.e. when teachers turn to the students' first language to signal friendship and solidarity (also briefly discussed in Merritt et al., 1992: 108_109); and
- (5) Repetitive functions, i.e. when teachers convey the same message in both languages for clarity. In addition, the following function from was adapted from Eldridge (1996: 306):
- (6) Metalinguistic function, i.e. where tasks were performed in the target language but comment, evaluation and talk about the task could take place in the first language; and added:
- (7) Classroom management (and/or questions), i.e. where teachers negotiated progression of classroom activities in the students' mother tongue"

Other external functions for using MT in L2 by teachers and also by students in the classroom were reported time savers. The next section will discuss each function in details.

2.4 Purposes of Using L1 in Classroom

There are a number of factors which may determine the teachers' and learners' choice of code switching in the classroom that were reported in a number of studies (Atkinson, 1987; Franklin, 1990; Auerbach, 1993; Macaro, 1997; Schweers, 1999; Cameron, 2001; Nation, 2001; Tang, 2002; Butzkamm, 2003; Cook, 2005). For instance, teachers may resort to MT in order to explain difficult concepts, translate new vocabulary, give instructions or speak with students about topics not related to the lesson in order to break the ice at the beginning of the lesson. Some of these functions are directly related to teaching and learning of L2 such as organising a task or explaining difficult items, some of them are related to the students' behaviour and motivation such as discipline and empathy and some are relevant to time, policy and class size. For the most part, teachers' reasons for using L1 in the classroom will be discussed; although functions of using L1 by students will not be taken into account as students in many contexts do not interact while teachers give the lecture. In Saudi Arabia, higher educational institutions lecture- based approach is considered one of the most popular approaches (Vassall-Fall, 2011).

2.4.1 Explaining Difficult Concepts

Resorting to the MT in order to clarify unfamiliar concepts is one of the main functions in a number of studies. These perceptions could be key concepts that the lesson centres around and may not be related to students' MT culturally or linguistically, for example, explaining the concept of present perfect tense in grammar, clarifying the differences between 'like' and 'love' which are considered one word in Arabic or perhaps western cultural occasions such as Christmas and Easter. The majority of the students in Schweers's (1999), Tang's (2002), Sharma's (2006) and Dujmovic's (2007) studies thought that L1 was helpful to understand challenging ideas, though the majority of students did not agree with this statement in Alshammari's (2011) study. However, the large number of teachers in Schweers's (1999), Tang's (2002) and Sharma's (2006) work preferred to stick with L2 to explain difficult concept; whereas a majority of the teachers in Alshammari's (2011) study chose to employ L1 in this function. Indeed, it is important to resort to MT in order to comprehend unfamiliar concepts, especially if they are crucial notions or do not exist in students' native language. One of the main purposes of using L1 by the teacher is explaining concepts which do not exist in students' mother tongue (Duff and Polio, 1990).

2.4.2 Teaching Grammar

It is common for L2 teachers to resort to L1 in order to explain complex grammar points, such as explaining the difference between Simple Present and Present Progressive. In a number of studies the majority of teachers switch to MT to clarify difficult grammatical patterns and concepts (e.g. Mitchell, 1988; Kharma and Hajjaj, 1989; Franklin, 1990; Dickson 1996; Macaro, 1997). The majority of the teachers in Dickson's study found that teaching grammar in the TL is the most difficult function among other such functions such as explaining meaning and giving instructions (1996). Moreover, in Macaro's (1997) and Tang's (2002) work, students believed that they understood grammar rules better, insofar as clarifying the use of prepositions of time, place or direction, when they were explained in L1. Nevertheless, Harbord (1992) claimed that teachers should seek creative techniques to teach grammar in the TL and teachers who resorted to MT to explain grammar points needed more training. Since the concern is about language aspects such as

grammar rules in this matter; L1 could be a useful choice for L2 teachers. L1 is considered an appropriate choice to explain certain functions such as grammar explanation (Cook, 2001; Butzkamm, 2003; Edstrom, 2006). Cook also states that a number of studies found that demonstrate L1 in learning grammar show effective improvements even with advanced L2 learners (1997).

2.4.3 Giving Instructions

In several studies, clarifying complex teaching tasks in the MT rather than the TL was listed at the top of the MT functions in the classroom, Neil (1997), and a recent study, Aboyan (2011), although it was not the case in other studies such as Franklin (1990) and Tang (2002). Hopkins (1989) found that most of the teachers used the MT to explain the given task or instructions to students, either individually or to the whole class, like explaining a given exercise or homework about the lesson. Specifically, Macaro (1997) pointed out that many teachers stated that giving complex instructions for a task in L2 makes the given activity more complicated; therefore it is preferred to use students' native language. Similarly, Cameron (2001) affirmed that some instructions were more complex than the activity is itself; hence using the MT is reasonable in this situation. On the other hand, in Tang's work, the vast majority of teachers and students did not think L1 was necessary in the EFL classroom. Also, Franklin (1990) reported that more than 90% of teachers chose to employ the TL, even if it is difficult to understand the instructions. A possible explanation for the dissimilar results between these studies is perhaps the level of students in each study, which might be a main factor. With low level students, L1 can be useful in functions as giving instructions to make sure that they are clear for students (Atkinson, 1987; Cameron, 2001; Cook, 2001). Even though the vast majority of 200 teachers interviewed in Franklin (1990) preferred TL as the medium language of instructions; they assumed low level students may struggle to understand even basic instructions and L1 would make the task easier. Atkinson (1987) suggested giving instructions first in the TL and then asking a student to repeat them in the MT; yet it might be considered more time consuming. He said 'there is not much point in spending, for example five minutes, giving the instructions for an activity which is going to last seven minutes or perhaps even three minutes!' (Atkinson, 1993: 27). Also, students may not pay attention to the TL instructions if

the translation is offered instantly (Cameron, 201). Alternatively, students often ask each other to clarify ambiguous situations if the translation is not offered about the procedure of a task or homework. Anton and DiCamilla (1998) reported, students, who were beginners, used their native language in a group work to discuss for instance, organising the task and work out the meaning of new vocabulary. Utilizing L1 to clarify instructions especially to low level students is appreciated. In addition, advanced or high level students may find procedural instructions and complex ones hard to understand; thus L1 is also tolerated either by the teacher or between the students themselves.

2.4.4 Students' TL Proficiency Level

Students' proficiency level in the target language is reported as an essential element for teachers' use of L1 in a number of studies (Atkinson, 1987; Kharma and Hajjaj, 1989; Dickson, 1996; Nazary, 2008; Aboyan, 2011). There is a common agreement in much research that although, they endorse L2 only in the classroom, teachers should not be strict with beginners (Duff and Polio, 1990). In a summary of research into L1/L2 use in the classroom, Macaro put it '...the empirical evidence of teacher attitudes and use of TL as follows...the major variables in teacher recourse to L1 are the ability and age of learners' (2000: 180). It is almost impossible in practice to avoid using L1 with low-level students (Voicu, 2012). Nunan and Lamb affirmed that '...attempting to adhere rigidly to the target language at lower proficiency levels is probably unrealistic and counterproductive' (1996: 100). The amount of using L1 increases with low-level learners and vice versa (Tang, 2002). The majority of teachers (80%) state that students' proficiency determines the amount of L2 in the classroom (Macaro, 1997). Obviously, teachers tolerate L1 and may find it a helpful strategy with low competence or possibly intermediate-level students more than advanced students. Atkinson (1987) listed different functions of L1 in the classroom and categorized each function to students' levels; although some functions were suitable for every level. For example, functions like eliciting language and checking comprehension are recommended for all levels; whereas function as giving instructions could be more beneficial for early levels (ibid). Cook (1997) reported that explaining difficult points in grammar using L1 could be helpful for all learners

including high-level ones. It is believed that judicious use of L1 may enhance students' comprehension regardless of their proficiency level. Atkinson realized that

“... although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued, for reasons which are for the most part suspect. I feel that to ignore the mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency” (1987: 247).

2.4.5 Checking Comprehension

After the reaction of the GTM and during the Reform Movement, as it was believed that translation should be avoided; although students' native language was tolerated in exceptional tasks such as checking comprehension (Richards and Rodgers, 2001). Recourse to L1, in order to better aid comprehension, is found useful among many teachers. Teachers tend to use it when they feel students are lost and frustrated when trying to understand new material (Macaro, 2005). Schweers found that half of the teachers, in his study, had recourse to L1 to check students' comprehension; besides students felt more satisfied, comfortable and confident about the lesson (1999). It can be effective to many students, at all levels (Atkinson, 1987; Auerbach 1993; Nazary, 2008). However, Butzkamm (2003) said that checking comprehension is an important step, especially with difficult passages in reading; yet it should not be directly. He suggested that the teacher asks one of the students to repeat after him/her in MT, so he/she makes sure that everything is clear for them (ibid). Similarly, Harbord (1992) recommended checking comprehension by asking students to present a meaning of a word. He claimed that activity was identified as a teacher-student communication strategy (ibid). Undoubtedly, this will be time-consuming and for a crucial process like this, the teacher should do it himself/herself.

On the other hand, Polio and Duff (1994) indicated that teachers should focus on maximizing the TL and make sure students comprehend the gist rather than every single word; furthermore, the majority of students (more than 70%) in their study comprehended almost all of the lesson without the recourse to L1. Atkinson (1993) suggested other ways to check students' comprehension such as asking for definition of a term or the concept behind the lesson; although he agreed it may take time and getting students to be involved in translating directly will be a patent tactic. In

Tang's (2002) study only 39% of teachers think that L1 is necessary to check students' comprehension; while in the interview it is seen as an effective way.

The contradiction of teachers' opinions in this study or between different studies probably comes from the way of managing the technique. For example, studies suggest that teachers carry out the comprehension checking themselves; while others encourage teachers to avoid using L1 and allow students to engage and use their language to help each other in this function. Taking all together, the proficiency level of students, time, the nature of the lesson and other factors could affect teachers' decision on the way of handling the function. It is an effective function to enhance students' comprehension and it is urged to perform it either by the teacher or students.

2.4.6 Testing

Using L1 for giving tests is listed under the positive uses of L1 in the classroom in studies such as Atkinson (1987), Franklin (1990), Cook (2001) and Ahmad and Jusoff (2009). Franklin (1990) and Ahmad and Jusoff (2009) found that more than half of the teachers indicated that MT was a helpful tool in organizing tests. Teachers in different contexts prefer to use L1 in situations such as exams 'in order to speed things up because of time pressures' (Macaro, 2005: 69). In addition, L1 could help in some form of tests and it could, for example, increase a test's credibility (Atkinson, 1987). The use of L1 is rarely used in this situation as a part of the exam is to test the language. If it is not the case, the teacher may help the students to feel less stressed by translating. Cook (2001) argued that how to use L2 should be tested; instead of challenging students' ability of L2. Moreover, he suggested using both languages as a real life spontaneous situation for any bilingual person; although he admitted that the debate in utilizing L1 in running tests is 'sheer efficiency' (Cook, 2001: 417, 2008). Brown (2013) recommend that assessment should be 'guided by the knowledge and intuitions of proficient bilingual speakers' as one of the implications of Cook's "multi-competence".

On the other hand, teachers and students in Schweers's study (1999) did not find any place for L1 when running tests. Similarly, the majority of students believe that there is no need for L1 to administrate a test; although a number of them find it beneficial to beginners or intermediate in the phase of preparation but not during the test (Carson and Kashihara, 2012).

2.4.7 Discipline

Another common usage of L1 in classroom is to maintain discipline. Teachers find resorting to students' native language to maintain their behaviour effective (Kharma and Hajjaj, 1989; Macaro, 1997; Cook, 2001; Edstrom, 2006; Nazary, 2008). For example, telling a student, who is chatting with his peer, to stop talking in his MT confirms that he/she understands the instructions. Auerbach (1993: 24) added 'it takes the teacher off the hot seat; students develop empathy for each other's perspectives, and tensions are relieved'. The majority of teachers in Franklin's (1990) study, either used L2 with difficulties to be recognised, or maintained students' discipline in MT directly. Interestingly, a large number of the teachers (95%) chose students' behavioural situations as a reason to not carry on with TL and switch to MT (ibid). L1 was obviously noticed in every classroom that Al-Akloby (2001) observed and the main factor was classroom disciplinary. Sipra (2013) found managing the class was difficult in TL; therefore this drove him to learn Arabic (students' native language) in order to solve the problem of discipline. Students, also, find it helpful in this situation. Over 70% of students appreciated the use of L1 in order to manage the classroom (Ahmad and Jusoff, 2009).

In contrast, other students prefer TL and say that L1 is not essential in classroom management situation (Rolin-Ianziti and Varshney, 2008; Aboyan, 2011). The age of students and the level of proficiency could be a crucial reason that determines their preferences in such a situation. Teachers and students should be urged to use the TL as a medium of communication even for class management (Littlewood, 1981). The benefit of using L2 for class management is that "The students learn from these classroom management exchanges, too, and realise that the target language is a vehicle for communication" (Larsen-Freeman, 2000: 132). Ellis argues that teachers think that using L1 in situations such as classroom management will help to achieve

the lesson's objectives; instead 'they deprive the learners of valuable input in the L2' (Ellis, 1984: 133). However, using TL in management could be questioned especially in emergency situations when there is, for example, a fire. What language does the teacher shout 'Fire! Everyone out!'

2.4.8 Explaining New/Difficult Vocabulary

For centuries, L1 [thorough translation] had a crucial role in L2 teaching (Kelly, 1969). A number of studies report that explaining difficult meanings score the highest function in FL classrooms (Kharma and Hajjaj, 1989; Schweers 1999; Nazary, 2008; Rolin-Ianziti and Varshney, 2008; Ahmad and Jusoff, 2009). Interestingly, about 73% of teachers in Kharma and Hajjaj's study (1989) said that they used L1 to define new words; yet 93% of them actually used it mainly for translation in the classroom as was observed. In addition, more than half of them allowed students to use their native language if the question concerned new vocabulary (ibid). A number of students from different levels such as elementary, intermediate and advanced believe that translation could be valuable (Nazary, 2008). Similarly, the vast majority of students (96%) in Rolin-Ianziti and Varshney's study (2008) and 69% in Tang's study (2002) supported the L1 recourse to help in clarifying new and difficult items. Nation (2003) believed that translation was the best technique to enrich learners' L2 vocabulary; besides Duff (1989) claimed it effectively improved flexibility, accuracy, and clarity in language learning. Translation as a spontaneous practice by a bilingual person could raise the awareness for both languages. Atkinson (1993) affirmed that similarities and differences between L1 and L2 are possibly comprehended by knowing the equivalents. Indeed, this does not mean, in any way, translating every single word, but to draw the attention to a technique that could be used as a learning tool and to bring the real world into the FL classrooms by contextualizing language naturally (Cook, 2001). From a similar position to Cook, Harbord (1992: 351) considered translation "as an inevitable part of the second language acquisition". Nation (2003) found that conveying meaning helped students, not only in maintaining a dialogue as Anton and DiCamilla (1998) stated; but also in developing communicative skills in the TL. Besides, he claimed that fluency could be improved by practising task in the familiarities between L1 and L2 input (ibid).

Harbord (1992), agreed with the benefits of translation; and suggested giving the contextualized meaning instead of word to word translation, like explaining the meaning of a paragraph in a reading task rather translating word for word, so that the students understand the general idea and can figure out the meaning of the words from the context. It appears that giving the equivalent words in MT could save time, add some confidence to students and back their communicative abilities in L2, even though it has its negative aspects such as that some students may rely on it, especially when translation is overused. Atkinson (1987) warned teachers against overusing it as students may depend on it and feel that they cannot pass any point unless every single word is translated; although they may know the general meaning of the topic. Others recommend the recourse to L1 after trying other techniques; once they fail, teachers may resort to the students' native language (Macaro, 1997; Cameron, 2001). In fact, Cameron (2001) argued that teachers should utilize techniques such as pictures or gestures to explain vocabulary to ensure retaining the lesson in the TL. In addition, it seems to be time consuming; Samuels (1967) pointed out that, when showing a picture associated with its word, students may ignore the word and focus on the picture which is something that is much more meaningful for them. Isolating words may be forgotten quickly; and as a result, words cannot be held in a student's memory (Al-Faraj, 2006). Furthermore, he showed in his study that translation is the most effective technique on the long term memory among other techniques such as the use of pictures (*ibid*). Another concern of giving L1 meanings for difficult or new words is the possibility of undervaluing the TL by students. Ellis (2008) claimed that the optimal way is to negotiate the meaning in L2 rather than translation, and this as a result, leads to maximising the amount of L2 in the classroom. Edstrom (2006) and Polio and Duff (1994) also realized the significance of negotiating meaning in L2 in their review. Krashen (1982) stated that negotiating meaning in L2 will increase students' proficiency and, as a sequence, there will be more exposure to L2 and more interaction and communication in the target language. It appears that there is a disagreement between the two views: giving meaning in L1 or negotiate meaning in L2. As suggested, translation is not used alone as there are other techniques which may help to convey the meaning of new vocabulary. Moreover contextual translation is encouraged which may lead to more efficient

learning. Although, direct translation has its own benefits as Atkinson (1993: 53-54) listed:

- Students compare between the two languages and avoid some common mistakes in L2.
- Translation activities draw students' attention to the lesson and increases their confidence and motivation and make the class more interesting.
- Translation reflects the 'real life' outside the classroom walls.

2.4.9 Informal Talk/Humour

Reflecting the real life and putting students at ease is one of the most important tasks for an FL teacher. For instance, a teacher may start the lesson by telling a joke or talk informally to his students in their native language to warm up the class. Teachers used to informally chat or tell a joke in order to provoke students' enthusiasm before introducing the new material (Sipra, 2013; Raschka et al., 2008). Bilingual teachers often spontaneously switch to the MT to serve social purposes; therefore a majority of teachers approve of using students' native language in joking or chatting in order to increase students' motivation (Mohamed, 2007). Some teachers believe that MT is sometimes the only way to build a good relationship with students such as telling a joke as they may not understand it (Schweers, 1999; Macaro, 1997). Therefore, Carson and Kashihara (2012) and Anton and DiCamilla (1998) found MT useful in building rapport; especially with low proficiency students. Creating fun in the classroom was reported the second top occasions of L1 functions in Sipra's (2013) study. Similarly, a very small number of teachers agreed to use TL exclusively for activities related to socialising or relationship building with students in Macaro's study (1997). Indeed, this function does not impact the pedagogical implication directly; however it might increase students' comfort and confidence and decrease their anxiety which leads to a positive learning situation [setting].

Polio and Duff (1994) and Harbord (1992) argued that using L1 to facilitate teacher-students relationships reduces the input and the use of L2 inside the classroom; alternately, teachers should simplify the jokes or words that he/she uses when chatting with students. Although many researchers reported informal talk between teachers and students as L1 function in the classroom as in Polio and Duff's observation (1994) a small group of teachers employed L1 in empathy/solidarity

situations; teachers may allow students to do so, but then reply to them in the TL as much as he/she can (Cameron, 2001). In addition, Rolin-Ianziti and Varshney (2008) claimed that remaining in the TL even in situations like creating empathy or establishing a rapport with students that will support their confidence and motivation. It seems that using L1 may help at the beginning, the end, or the middle of the lesson to reduce boredom, to reflect bilingual real life and to be closer to students in order to create enjoyable FL classroom; although teachers should be careful when using non-pedagogical implications that might not attain the lessons' objectives.

2.4.10 Feedback

In complicated tasks such as giving feedback or error correction, teachers may prefer to resort to MT to ensure students understand the comment and to save time. Seedhouse commented on a long dialogue between a teacher and a student who resorted to the MT at last to correct student's mistake; if the correction was done immediately 'then the interaction would probably have continued smoothly' (1997:341). Mohamed (2007) considered giving feedback in Arabic (MT) as a positive use; also in Franklin' (1990) study, more than half of the teachers resorted to L1 in order to correct students' writing errors. In Macaro's study (1997) it was found that teachers gave feedback in L1 to students either individually [in person] or as a group; although 84.3% of the teachers believed that feedback should be conducted in the TL. Giving feedback in students' native language probably makes it 'more real' (Cook, 2008: 182); and more acceptable by students especially the negative ones (Cameron, 2001). Error correction is predominantly a teacher's role; however in students' activities and group/pair work, they may correct each other in their native language as a normal performance. Peer feedback is usually given in L1 in the classroom (Macaro, 1998).

2.4.11 Saving Time

In many functions of using L1, we find 'time-consuming' or 'saving time' associated with reasons for utilizing L1; therefore close attention should be given to the role of time in using L1. For example, giving instructions in L1 to save time was reported in

a number of studies (Atkinson 1987, Medgyes 1994, Dickson 1996, Macaro, 1997; Cook, 2005). Cook used the term ‘short-cut’ associated with ‘quickest and most effective way’ in this matter (2005: 95), Mitchell (1988) found that teachers in her study attached time saving with facilitate communication, Macaro linked ‘time-consuming’ as a criticism of the use of L2 in giving instructions (1997:82) and Atkinson stated

“...techniques involving use of the mother tongue can be very efficient as regards the *amount of time* needed to achieve a specific aim. This can often be *less time consuming* and can involve less potential ambiguity than other methods ...” (1987:242-243).

Even researchers or educators who are against the use of L1 agree that employing L1 in FL classrooms could save time and is considered an advantage to some extents. For instance, time and its hassle and stress on students are crucial factors in exams; thus teachers use L1 to accelerate students’ comprehension and performance [pace] (Macaro, 2005).

Polio and Duff (1994), however, said that maintaining L2 is what students really need to acquire a second language and the notion of saving time when using L1 is inefficient. It seems that teachers who follow the ‘English only’ technique, in other words, the exclusive use of TL, believe that it is better to spend more time on L2 rather than take a short cut in L1 (Richards and Rodgers, 2001). It seems that there is no doubt L1 saves a lot of time; however employing it should be organized and controlled instead of resorting to L1 because it is, as Macaro puts it ‘an easy option’ (2001: 545).

2.4.12 Institutional Policy

The policy of using or more likely avoiding L1 is one of the factors that influence teacher’s use of L1 in the classroom regardless of the person’s attitudes or beliefs in this matter. The policy comes from the government through the mainstay of education or from the school, university or department in a college, which is the context of the study. Duff and Polio (1990) found that departmental policy influences teachers’ use of L1 in the classroom. About half of the teachers also in Kharma and Hajjaj's (1989) work said that L1 was employed according to the text book guidelines; however only 10% said they utilized L1 according to the

inspectors' recommendation. Many educational authorities or policy makers in different countries recommend or even impose the role of MT and TL inside the classroom. For example, in England, in the 1990s, teachers were highly recommended to use L2 in all functions in the classroom and some educational authorities in Ireland in the 1980s supported the expulsion of L1 from the classroom in order to minimize students' recourse to translation (Macaro, 2005); similarly in South Korea, the policy advise teachers to maximize the use of L2 (Liu, Ahn, Baek and Han, 2004), while instructions in Zimbabwe are given in MT to children in stages one, two and three according to the language policy (Ndamba, 2008). In fact the educational policy makers in Nigeria view code switching as a vital aspect in a multilingual country, so the policy stipulates that 'every child should have the right to choose when he/she wants to use the mother tongue in all official situations', which is in some extents not followed owing to the 'dogma of monolingualism' (Agbedo, Krisagbedo and Eze, 2012: 170). Imposing either ideological visions regardless of teachers' beliefs or attitudes may affect their motivation and creativity.

Nevertheless, in other contexts, we may find an unofficial policy encouraging the minimal use of L1 in the classroom (Mouhanna, 2012). In some contexts, teachers find it confusing to exclude the use of L1 and the idea of finishing the text book (curriculum) as they may need to employ L1 occasionally to avoid being behind syllabus schedule (Mohamed, 2007). It is suggested that 'L2-only' policy is becoming limited for many reasons such as the current popularity of the idea of focusing on form instead of the use of a language and simulating the real world by applying CS spontaneously via communicative activities (Raschka et al., 2008).

Furthermore, Macaro affirms that

“...we need to provide, especially for less experienced teachers, a framework that identifies when reference to the L1 can be a valuable tool and when it is simply used as an easy option. In this way we may work towards a theory of optimality for the use of code switching by the teacher” (Macaro 2001: 545).

The role of educational institutions is to offer more space and flexibility for teachers to choose the way of teaching the TL instead of obliging them to use certain strategies (ibid).

2.4.13 Students Use of L1 in Classroom Activities

Whether teachers like it or not, it is inevitable that students will often use their native language when they are asked to work in groups; even though a number of studies show a limited usage for L1 when students work collaboratively (Macaro, 1997; Swain and Lapkin, 2000; Storch and Aldosari, 2010). The amount of L1 usage differs for different reasons such as the level proficiency of students, students' motivation, classroom policy... etc. Despite the limited time given for students' talk time; Neil (1997) reported that about the average (80%) of the amount of time in pair work was in TL. While DiCamilla and Anton (2012) found an average (75%) of the counted words in MT of beginners' interaction in a collaborative task; however, only 3% of advanced students' MT was recorded in their pair work. Not only the level of proficiency affected the use of language but also 'the kind of relationship learners form when working in pairs' and the type of task (Storch and Aldosari, 2013: 16, 2010). DiCamilla and Anton' study (2012) went beyond the question of whether students use L1 in collaborative interaction task to how do they use it. The top two functions in their study were: discussions about the content and solving problems related to grammatical and lexical issues. Similarly, Rolin-Ianziti and Varshney (2008) showed that students' recourse to the L1 was to discuss difficult vocabulary and grammatical points during the tasks. In addition, students resorted to L1 in functions such as managing tasks and confirming their understanding, according to Storch and Aldosari (2010). Besides, the majority of students believed that L1 facilitates learning L2 through different ways such as 'explaining to peers' (Kharma and Hajjaj, 1989: 229). Nation (2003) found that students who discussed an L2 task in their native language achieved more than those who discussed it in L2.

Apparently, students employ their MT for different purposes such as explaining difficult aspects of language in an L2 task, feeling they are unable to speak in L2 fluently or as Edstrom (2006) puts it, it is an opportunity for them to share their knowledge. The objective of the task, however, could determine whether students could use their MT or not, if they are required to do the task successfully or to learn some aspect of language.

A small number of teachers who allow students to use L1 in group work (Kharma and Hajjaj, 1989). Macaro (1997), and who distinguish between group-work as it is

often carried out with L1 and pair-work that have more focus on TL use, said that motivation and ability play an important role in pair work. The lack of these factors could lead to overuse L1 in such situations which may affect the L2 input; however teachers may use different techniques when there is too much L1 use and for no reason ignore the value of group/pair work in FL learning (Atkinson, 1987, 1993). Teachers should consider balancing the group/pair when forming them, mix high and low level students carefully, and monitor them throughout the group/pair work to make sure that they employ their native language to help in carrying out a task, clarifying ambiguity or discussing the objective of an activity in the TL if needed. Since students share the same MT, it is normal for them to resort to their native language in situation like working together in a task as pair or group work (Cook, 2001).

2.4.14 Students Use of L1 to Ask Questions

Students may feel unmotivated to ask questions in EFL classrooms when they are prohibited from using their MT; therefore a number of studies show that teachers should allow students to ask questions in their native language (Duff and Polio, 1990; Khurma and Hajjaj, 1989). In Khurma and Hajjaj's study (1989) a number of teachers gave permission to students to resort to their native language when asking about a new item. In fact, the top function of using L1 in students-teacher interaction, in their study, was asking for explanation as a majority of teachers reported. They found that 81% of students found it helpful to use the MT if they could not express themselves in the TL (ibid). In addition to factors such as motivation and avoiding anxiety; other benefits are suggested in this situation. Students 'feel more confident to ask questions' and 'avoiding misunderstanding between the teacher and students' is assured (Rolin-Ianziti and Varshney, 2008: 265).

2.4.15 Other Purposes

This section will shed light on a number of reasons that may affect teachers' decision to resort to L1, although they are considered less significant from the previous ones. For example, class size leads a number of teachers to use L1 as they find it difficult to stay in L2 when controlling a large number of students (Franklin, 1990; Dickson,

1996; Clegg and Afitska, 2011). In Franklin (1990) and Dickson (1996), 81% and 58% (respectively) of teachers listed class size as a crucial cause to use L1. Actually, it was considered one of the reasons that made the *Direct Method* fail in some contexts (Hajjaj, 1985). Another reason to resort to the MT is to compare the two languages, mainly vocabulary and grammar, as well as comparing cultures as students explore the similarities and differences of both languages and cultures, and to raise knowledge of the TL which leads to better understanding (Dickson, 1996; Voicu, 2012). Therefore, exclusive use of L2 may affect students' identity as teachers tell students to forget about their culture and language before entering the classroom (Jenkins, 2010). Another purpose for employing L1 in the classroom, Mohamed (2007) found that teachers who have less proficiency, use L1 more than the ones who are fluent in L2. Another odd but honest reason, which influences teachers' use of L1, is feeling tired or not prepared for the lesson (Franklin 1990; Edstrom, 2006). Other functions such as greeting or maybe praising, teachers found L1 useful and also a natural behaviour in Neil's study (1997); although the vast majority of teachers believed the opposite as they are short and understandable phrases. The following are purposes or functions of the L1 mentioned in different studies:

- Students respond to teachers' questions or instructions and explain wrong behaviour (Kharma and Hajjaj, 1989).
- The reaction of students when teacher maintains in L2 (Franklin, 1990).
- Mixed ability classes (Franklin, 1990; Dickson, 1996).
- The age of students as adult learners with low ability lead teachers to use L1 more (Macaro, 2000).
- Students' behaviour makes a number of teachers resort to L1 (Franklin, 1990; Dickson, 1996).

Clearly, L1 has received its appreciation inside the classroom. A number of functions or reasons lead teachers to resort to students' native language or in some situations allow their students to use L1. Teachers, nevertheless, need to prepare these L1 applications in order to support the interaction in the classroom. These numbers of purposes raise a question about the amount of L1 used inside the classroom, which will be discussed in the following section.

2.5 The Amount of L1 in L2 Classrooms

Even though the concern has been about the quality of L2 input and L1 functions in the classroom; a number of studies shed light on the amount of each language used in the lesson as the terms optimal and maximal L2/L1 use which should be switched into significant figures (e.g. Duff and Polio, 1990; Schweers, 1999; Macaro, 2001; Tang, 2002; Rolin-Ianziti and Brownlie, 2002; Carson and Kashihara, 2012). Owing to different reasons such as teachers' attitudes towards the use of L1, students' proficiency level or department policy, the range of teachers' L1 use varies from 0%-90%; although it is very rare to totally avoid L1 or to overuse it for more than 80% of the class time. It is problematic to generalize these findings according to Duff and Polio (1990), and each amount should be justified according to its setting. It is obvious that native L2 teachers use L1 less than other teachers; moreover, the age and the experience of a teacher impact, to some extent, the amount of TL input (Dickson, 1996). Macaro's (2001) work showed that the amount of L1 used between 0 and 15.2%, and an average of 6.9% of the total talk in the classroom. In university contexts, Duff and Polio (1990) found that the amount of teachers' use of L1 was 32-21% of the class time; whilst in Rolin-Ianziti and Brownlie (2002) an average of 8.8% of L1 was used. Similarly to Rolin-Ianziti and Brownlie's study, de la Campa and Nassaji (2009) reported that 11.3% L1 words were recorded out of 88.7% L2 words by the teachers talking during the lesson. Interestingly, there was not a significant difference between the experienced teacher and the novice regarding the L1 use (ibid). In addition, Duff and Polio (1990) found that a native L2 teacher used L1 more than a native L1 teacher as he/she was concerned about the comprehension of the students; therefore there was not a correlation of teachers' L2 proficiency and the amount of L1 used in the classroom (ibid). Instead other factors influenced the amount of L1 employed in the classroom such as the '1) language type; 2) departmental policy/guide-lines; 3) lesson content; 4) materials; and 5) formal teacher training' (Duff and Polio, 1990: 161). Similarly, the amount of L1 was the same between university instructors and high school teachers as recorded in Grim's (2010) study. Apparently, there is not a consensus on the amount of L1 used in the classroom; however there should be a place for L1 during the lesson according to Cook (2001), especially when students feel lost and cannot understand what is introduced. Hence, students' views along with teachers' on the quantity of L1 in the

classroom should be discussed, to compare the actual use of L1 and what students and teachers propose as a useful amount of L1.

A recent study of Carson and Kashihara (2012) showed that the majority of students favoured the teacher using the MT 40% or less of the class time; although advanced learners preferred L1 to be used 10-19% of the time. In Schweers's study (1999) students thought that Spanish (MT) should be utilized between 10% and 39% of the class time; whereas the majority of the students in Tang's (2002) and Aboyan's (2011) study preferred 5% to 10% of the class time. It seems that students' L2 level and understanding in the class influence their opinions on the proportion of both languages used during the lesson. According to Dickson (1996) teachers used more TL with advanced learners than beginners. A teacher in Tang's work (2002) commented that there is a strong correlation between the students' proficiency and the amount of L1 used in the class. Teachers in Aboyan (2011) believed that 5% of L1 was sufficient during a lesson. Teachers presumably hold the view of excluding students' native language as much as possible. In addition, they might lose control if L1 is utilized and students, as a result, begin to rely on it. Macaro (2005), however, affirmed that all of the studies that showed 10% or less L1 used; students did not take over and depend on their native language. Even though there is a lack of studies of code switching in classrooms that may recommend the amount of languages used in the classroom; L1 could be used no more than 10%-15% of class time (ibid). It might be important to suggest guidelines for the amount of L1; nevertheless it is more important to focus on quality of L1 and how it functions in the classroom.

2.6 Empirical Studies in Using L1 in L2 classrooms

Although there are a number of studies that have investigated the issue of using L1 in L2 classrooms; only a few have looked into both teachers and students and compared their attitudes with their actual practice inside the classroom. The studies which have a relevance to the current study will be discussed, such as those that used the same methodology, shared the same context or looked into both teachers and students.

A recent project by Hall and Cook (2013) who conducted interviews and questionnaires for 2785 teachers in 111 countries. These countries included Arab ones such Saudi Arabia, Egypt and United Arab of Emirates. The findings showed wide use of L1, or as Hall and Cook (2013) termed own language which refers to students' MT. The use of L1 was mainly to clarify difficult vocabulary, grammar points and to build a rapport with especially low-level students in English (ibid.). The intuitions and students' parents expected the exclusive use of English (TL) in the classroom; while officials did not hold strict views about the use of L1. Also experienced teachers held positive attitudes the use of L1 in the classroom, whereas novice teachers were influenced by the English only notion.

Song and Andrew (2009) conducted a study in a tertiary institution in China examined four teachers' beliefs of the role of L1 in L2 teaching and learning via interviews and their practice in classroom via observations; each teacher was observed in six 45 minute lessons. Regardless of teachers' attitudes towards the use of L1, they all resorted to it in different situations. In fact, both teachers who were against the use of L1 utilized it more than the one who supported the use of L1. The main functions of L1 in the observed lessons were, giving the meaning of vocabulary and how to use it, task and exercises and teaching text, e.g. explaining language aspects in each paragraph, such as expressions and structure or grammar, which is the GTM technique called 'explication de texte'. L1 was used between 32.2% and 10.5% of the time in each class. The factors that influenced teachers' use of L1 were teachers' L2 ability, time constraints, students' receptivity and to some extent the existence of the observers. In this study, it was obvious that there was not a correlation between teachers' attitudes toward the use of the L1 and their actual use of L1 in the class. Teachers, who supported minimising or ignoring L1, used it more than the ones who thought positively about the use of L1. Another interesting finding is the lack of relationship between the teachers' proficiency of TL, their actual use of L1 and their attitudes in employing it.

In another study of using L1 at a university level, Duff and Polio (1990) conducted 13 classroom observations, interviewed teachers who were native speakers of the TL and distributed questionnaires for the students. They found a large scale use of L1, between 0% - 90%. Moreover, students were satisfied with the amount of L2 in the

class no matter how much their teachers utilized it. Factors such as institutional policy and how L2 differed from L1, insofar as differences or similarities in grammar rules between L1 and L2, influenced the teachers' use of L1. Similar to Song and Andrew's (2009) study, previous teaching experience of the teachers and their proficiency of L2 did not have any influence on the use of L1. In fact, a teacher who had a high proficiency in L2 used L1 as he was worried students would not understand him; other teachers who were bilingual or were very good in both languages used L2 most of the time (96% of the lesson).

Polio and Duff (1994) followed up on their study in 1990, in order to categorise L1 use in the classroom by observing six classrooms, first year university level, followed by interviewing the teachers. Again, the teachers were native speakers of the TL. L1 was found in eight different situations such as explaining vocabulary, which was the most revisited function along with grammar, discipline, empathy and to aid comprehension.

In another study, Kharma and Hajjaj (1989) used three different tools for both teachers and students which were: observation, questionnaire and interviewed teachers and supervisors in order to examine the actual use of Arabic (L1) in English (L2) language classrooms and the attitudes of the use of L1. They found that the vast majority of teachers (93%) and students (95%) used L1 to some extent especially for explaining vocabulary. Both teachers and students thought that using L1 was helpful and facilitated teaching and learning. The majority of students (81%) felt happy when the teacher gave them the permission to use their native language. Kharma and Hajjaj (1989) concluded their study by encouraging the use of L1 to some degree.

In the last two decades, five interesting studies were conducted in secondary schools in the UK which were Mitchell (1988), Franklin (1990), Dickson (1996), Neil (1997) and Macaro (1998). Mitchell (1988) found that the majority of teachers did not support the exclusive use of TL, although TL should be a means of communication. Many teachers, interestingly, felt guilty when resorting to L1 as it seemed a sign of low proficiency in L2 and low professionalism. She found that teachers largely thought the L1 should be used to explain grammar, manage the classroom, teaching background and for activity instructions. Nonetheless, when the actual use of L1 in

the classroom was analysed, Mitchell found that tests, homework, discussing language objectives and grammar explanations were the main functions.

Franklin (1990) found similar results to Mitchell (1988) which indicated that grammar explanations, discipline, teaching background and discussing language objectives were chosen to be easily conducted in L1 by teachers. Other variables influenced the avoidance of TL such as students' behaviour, teachers' confidence of speaking in L2, class size and students' motivation.

Dickson's (1996) surveyed 508 teachers in 279 secondary schools in England and Wales in order to seek teachers' attitudes, beliefs and practice in teaching the TL. The main findings of the survey were: in discipline, L1 was employed in line with L2 and in explaining grammar points, L1 was only active; students used L1 most of the time and the TL only took a minor part in the situation i.e. answering questions, and structured role play or conversation. However they used L1 less with teachers who were native in the TL; L1 was used by both teachers, non-native and who were native in the TL; although more TL was utilized by the native ones; the amount of TL was used more with high proficiency students than with the lower ones; and a number of teachers stated factors such as students' confidence, motivation, culture awareness that encouraged the use of L1 besides L2.

In Northern Ireland, Neil (1997) collected his data by interviewing ten teachers (four high TL users, two medium TL users and two low TL users), 30 students, distributing questionnaires for 184 students, observing classrooms and self-reports. The aim of his study was to examine teachers' use of German (TL) and English (L1) in the classroom and introduced the functions to the teachers so that he could ask them about their views. In addition, he sought students' attitudes about teachers' use of languages in the classroom. He found, as in Dickson's study (1996), that L1 was used to some degree and the range of TL was extensive as in Duff and Polio's (1990) report, between 97.5 and 33.1% of teachers' talk in the lesson. He found that English (L1) was explicitly used to explain grammar and vocabulary even by high proficiency TL teachers which confirm the findings of Mitchell (1988) and Franklin (1990). Other functions of L1 were reported such as exam techniques and instructions, discipline, summarising the lesson, homework and background;

whereas greeting and praising students were almost 100% in the TL. Most of the teachers thought that maintaining L2 may impact the relationship between the teacher and his/her students negatively. Moreover, they stated that the policy of the department encouraged using L2 utmost.

Macaro's (1998) work, a Ph.D. thesis that examined the interaction in FL classrooms and teachers resorting to L1, which was built on Tarclindy³ project published in (1997); however, he had discussed this issue before (Macaro, 1995). Macaro's (1995) first findings suggested that L1 could have a place in complex activities and instruction. Motivation was a main factor that influenced the use of TL between teachers and students and among students themselves, say, in collaborative learning activities. Students' proficiency levels were also a factor that reflected teachers' use of TL in different situations such as building a rapport with students. Similarly, he stated in (1997) that L2 had negative impacts on: the relationship between teachers and students, time as it took too much time to explain task instructions. Teachers said that L1 was preferred for discipline, answering students' questions, checking comprehension, clarifying meanings, giving comments in person, and during pair/group work activity. Macaro (1997) classified the use of L1 into two categories: message oriented communication (involving the student when giving feedback), and medium oriented communication (information about the language itself by translation). His findings showed that L1 was more active in message oriented communication (Macaro, 1997). In his work (1998), it was noticed that students spoke a little TL in pair/group work; although working collaboratively was more important and worthwhile even with their overuse of L1. Moreover, there was no evidence supporting the idea that 'L2 exclusivity leads to better learning in the FL classroom' and avoiding L1 should be reassessed (Macaro, 1998: 307). He concluded his study by recommending the optimal position as using L1/L2 judiciously. Later on he described optimal use of code switching in details by stating:

We have to arrive at a pedagogy of codeswitching which bases itself on a theory of optimality in L1 use-how and when does codeswitching best lead to

³ Tarclindy: affectionate abbreviation of target language, collaborative learning and independent learning (Macaro, 1997: 8).

language learning, learning how to learn, and to the development of communication skills? (Macaro, 2005: 81).

Basing on Macaro's optimal concept of using L1, Mohamed (2007) investigated attitudes of teachers and students towards the use of L1 and its actual use through three methodology instruments: questionnaires for both teachers and students, informal interviews with teachers and classrooms observation. Her main findings were as following: L1 facilitated teacher-students communication; L1 helped to aid comprehension; and in explaining grammar rules. L1 played a positive role in functions such as solidarity and empathy, responding to students' questions especially with low proficient ones and managing instructions.

In a recent study and in a relevant context to the current study, Sipra (2013), a non-native speaker teacher of Arabic (L1), who conducted his study in a Saudi university by distributing questionnaires to 150 students and 25 teachers, interviewing five teachers and observing their classroom. During the observation, he found out that L1 occasionally appeared in these functions: 'giving instructions, explaining new vocabulary especially slang and taboo words and colloquial expressions, explaining grammar points, creating fun in the class' (Sipra, 2013: 59). In addition, the majority of teachers (86%) and students (97.9%) thought that bilingualism was helpful in the classroom and 90% believed that L1 could be used optimally in teaching and learning the TL. Similar to Macaro's (1998) findings, most of the teachers do not think that exclusive use of L2 will lead to better comprehension of L2. About 80% of the students preferred a bilingual teacher rather than a monolingual teacher. Teachers reported that resorting to L1 occasionally increases students' motivation. However, Jenkins (2010), who shares the same situation of Sipra as a non-native speaker teacher of Arabic (L1) and teaches in a university in Saudi, claimed that students might be praised or punished upon their usage of L1 in the classroom and that demotivated students and put them in an uncomfortable condition. Sipra (2013) added that students' identities and culture could be threatened with the exclusive use of L2 (English) which is associated with a bad reputation in the area. Furthermore, Jenkins (2010) approved Sipra's (2013) views by stating that students, especially beginners, who are strongly connected to their cultures such as Saudis, considered their culture as valuable. Thus preventing from using Arabic may jeopardise their

identity. Sipra (2013) concluded his study by affirming that the idea of using L1 influenced the acquisition of L2 is a fallacy; it is rather a learning tool and teachers take responsibility of employing L1 judiciously in the classroom.

Before ending this section, I would like to present two important studies, Schweers (1999) and Tang (2002), which were both conducted at a tertiary level like the current study. Both studies aimed to investigate the functions, frequencies of L1 use in the English (L2) language classroom and students' and teachers' attitudes behind using L1. In a university in Puerto Rico, Schweers (1999) recorded three classes in different levels throughout the semester. He followed up by distributing a questionnaire to the teachers and students of those classes and to other teachers (total of 19) in the department seeking out their attitudes and opinions on the subject. The main findings of the study as following: a high percentage of students and all of the teachers believe that L1 should be utilized to some degree in the classroom; to explain difficult concepts held the highest preference for both teachers and students and then they favoured it in explaining a new item and checking comprehension, however, teachers added humour; while students preferred it as it boosted their confidence and put them at ease. Therefore the majority of students did not feel lost when Spanish (L1) was used. Schweers (1999) argued that L2 should be the main language in the classroom; yet students' native language will help to understand the L2 and communicate through it better. Schweers (1999) as in Sipra's (2013) study raised the identity and cultural issues in this matter as he said for political reasons students were not keen to learn English (L2), and tolerating L1 could be one of the solutions of this dilemma.

In a university in Beijing, the use of Chinese (L1) inside English (L2) language classrooms was examined by Tang (2002). Students (a total of 100), English majors in their first year; in addition to 20 teachers from the department who participated in two questionnaires, one for the students and another for the teachers. Three teachers were interviewed after observing their classes. The main findings of the study showed that teachers used L1 mostly in explaining meanings of words and for giving instructions during their lessons. Both teachers and students thought that L1 was important and effective in the L2 classroom. Students added that L1 should be used, between little to sometimes, during the class. Students and teachers preferred L1 in

explaining meanings, difficult grammar points and concepts; and in tasks related to the use of vocabulary and expression.

In conclusion, the findings of the previous empirical studies indicate that in practice there is no total exclusion of L1 especially when the teacher and students share the same mother tongue. Attitudes in these findings do not always reflect what is going on in the classroom. For example, two teachers in Song and Andrew's (2009) study used L1 occasionally; although they said that L1 should be excluded or at least minimized during the lesson. The selection of these studies can be justified as they share similarities to the current study in features such as the context, methodology instruments, age and level of students and the differences between teachers, e.g. experience or being native speaker of L1 or TL. However, different important studies that have not been mentioned in this particular section can be found in other sections throughout the literature review (e.g. Butzkamm, 2003; Nazary, 2008; Rolin-Ianziti and Varshney, 2008; Ahmad and Jusoff, 2009; Aboyan, 2011). This section has sought to highlight studies from the late 80s to the present. Re-examine the topic as in Duff and Polio (1990, 1994) or follow up studies as in Macaro (1995, 1997, and 1998), show the importance of the use of L1 in L2 classroom and the beliefs behind it for both teachers and students. This, in particular, encouraged me to utilize their instruments and those of other researchers to do the current study. Table 2.2 below summarises the important empirical studies in the field and is adapted from Macaro's (2000: 178) review with some modification to cover the other research used in this chapter.

Looking into each study individually, it can be said that some aspects have not been covered in one study, for example, adding the voice of administrators (potential policy makers or the policy voice), investigating whether there is a policy of using L1 or not, and the influence of it, focusing on the attitudes and neglecting the L1 functions or vice versa, lack of investigation of all of the functions, or concentrating on one methodology tool or two such as observation and questionnaire, and ignoring the interview or the other way around. Therefore, these aspects lead me to identify the research gap that previous studies did not address, namely: Mitchell (1988), Kharma and Hajjaj (1989), Franklin (1990), Duff and Polio (1990, 1994), Neil (1997), Macaro (1998), Schweers (1999), Tang (2002), Mohamed (2007), Song and

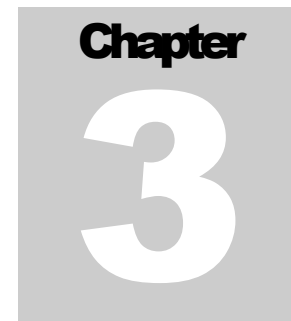
Andrew (2009) and Sipra (2013). The current study covers, presumably, most of the L1 functions and their attitudes, the amount of using L1, students, teachers (*English native speaker and non-native-speaker*), officials (two administrators), three different methodology instruments such as questionnaires and interviews for students, teachers, officials and classroom observations. Previous studies lead to the current framework such as (Neil, 1997; Macaro, 1998; Song and Andrew, 2009).

The framework in this study includes three main themes. Firstly, the functions of L1 in the classroom. These functions can be categorised into: functions related to the lesson such as clarifying a new vocabulary or irrelevant to the lesson such as discipline. Macaro (1997) classified the use of L1 in the classroom into two categories: message oriented communication and medium oriented communication. Secondly, the perceptions of using L1 in the classroom. The spectrum views of the use of L1 held by different teachers and students regardless of their practice in the classroom are investigated. Song and Andrew's (2009) study looked into teachers' beliefs and surprisingly there was not a relationship between what is believed and what was done in the classroom. Thirdly, the amount of L1 in the classroom. Although, I believe that the use of L1 is a matter of quality not quantity, the sheer studies and concerns about the amount of L1 in practice could not be ignored. Neil (1997) examined the amount of English (L1) and German (L2) among other factors in the classroom as motioned. In this study, perceptions, functions and the amount of L1 will be analysed. The frameworks from these studies are, to some extent, modified and combined in the current case study. However, new categories or themes will be data-driven and generated on the basis of results that do not fit within these frameworks.

Table 2.2: Studies of the Use of L1 in L2 Classrooms

Study Author(s) and Date	L2 Teaching Context	Data Collection Instrument	Purposes of L1 Use by Teachers
Kharma and Hajjaj 1989	Arabic L1, country Kuwait	Questionnaires; classroom observation; interviews	Explanations of complex lexical items; speeding up the teaching process
Hopkins 1989	England; ESL secondary and further education	Questionnaire	Instructions and explanations comparison of cultural difference
Franklin 1990	Scotland; secondary	Questionnaire	Disciplines; explanation of grammar; discussion language objectives; teaching background
Duff and Polio 1990	US; university	Observation; questionnaires; interviews	explanation of grammar; speeding up the teaching/ learning process
Dickson 1996	England; secondary	Questionnaire	Disciplines; setting homework; explaining meaning; teaching grammar
Macaro 1997	England; secondary	Questionnaires; classroom observation; interviews	Complex procedural instructions, discipline; building personal relationship
Neil 1997	Northern Ireland; secondary	Teacher interviews; self-reports; classroom observation	Examination technique; instructions for tests; explaining grammar
Macaro 1998	England; secondary	Classroom observation; interviews	Disciplines; complex procedural instructions; glossing of lexical items
Schweers 1999	Puerto Rico, university	classroom observation; Questionnaires	explaining a new item, checking comprehension, humour
Tang 2002	China, university	classroom observation; Interviews, Questionnaires	explaining meanings of words, giving instructions
Mohamed 2007	Egypt; Intermediate	classroom observation; Interviews; Questionnaires	Instructions, communication, explaining difficult concepts
Song and Andrew 2009	China, tertiary institution	classroom observation; Interviews;	Explaining meaning and grammar,
Sipra (2013)	Saudi Arabia; university	Teacher interviews; Questionnaires; Classroom observation	Giving instructions, explaining new vocabulary

Adapted from (Macaro, 2000: 178)



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Saudi University English Classrooms

Chapter 3: Methodology and Research Design

Mixed-methods research has been increasingly preferred in classroom research. Some researchers have gone so far as to claim that *mixed-methods* ‘in classroom research methods is indispensable’ (Dörnyei: 2007: 177).

Chapter 3: Methodology and Research Design

3.1 Introduction

The aim of this chapter is to outline the research methodology employed in this study. This chapter is divided into two sections: a theoretical background of the method used in the study; and the practical section for the current study e.g. the design of the questionnaire, a full description of the classroom observations and interviews and of the population of the study. Throughout the theoretical section, the strategy and the method employed will be discussed. Next, each methodological instrument will be presented which will link the theoretical background to the practical process of the current study. When discussing each instrument, the procedure of analysing and collecting the data will be discussed. The research question and sub-questions will then be presented and associated with the instrument employed for each question. The subsequent sections provide a description of the pilot study, followed by a full description of the participants and their role with each instrument. The issue of validity and reliability of this study will be discussed after that. This chapter will conclude by discussing the ethical issues and how they were tackled when conducting the current study at the Teachers College.

3.2 Research Questions and the Research Gap

The primary focus of this study is to investigate the use of Arabic in the English language classroom by both teachers and students. The study seeks to explore the participants' attitudes towards using Arabic during teaching/learning English, the way and the frequency of using it, and the preferred functions by teachers and also by students to employ Arabic in the English language classroom. A comparison between their attitudes and their actual use of Arabic in the English classroom will be investigated. The previous studies concentrated on the functions and/or attitudes of L1 uses by teachers and/or students in general; however this study also seeks to find if there are differences in using L1 amongst teachers and students who have been across different experience. For example, seeking the differences in using L1 between Arab teachers and non-Arabs, who have been in Saudi for a period of time, or looking for students' attitude in using L1 and its correlation with students who joined the preparatory year, which follows a strict policy regarding the use of L1 (see

section 4.3.2.1), and the students who were enrolled immediately after secondary school, where Arabic was tolerated in English classrooms during the general education stages (secondary, intermediate and primary schools) as discussed in section 1.3. Thus, this is a reminder of the research questions, as mentioned in section 1.2 that will be discussed in the current study:

Main question: What is the nature of using L1 in L2 classrooms?

Specifically this will be tackled in the context of Arabic as an L1 and English as the L2.

Research questions:

- R-Q 1: What are students', teachers' and administrators' attitudes towards the use of Arabic in the classroom?
- R-Q 2: What do students think about teachers and students who use Arabic?
 - Sub -Q 2.1: How do students feel when Arabic is used?
- R-Q 3: What do teachers and administrators think about students and teachers who use/avoid Arabic?
 - Sub -Q 3.1: How do teachers feel when Arabic is used?
- R-Q 4: How is Arabic used in the English language classroom?
 - Sub -Q 4.1: What are the functions for which students prefer their teachers to use Arabic?
- R-Q 5: How frequently do teachers switch to Arabic?
- R-Q 6: What are the factors that affect teachers' and students' choice of using or avoiding Arabic?

3.3 Context of the Study

English Language Department of Teachers College in King Saud University, where the case study takes place, is one of the recent departments at the college. Owing to the lack of English teachers in schools at all levels, and to the introduction of English teaching at earlier stages in elementary schools, the English Department was

established in 1998 (Teachers College, 2008). The main objective of the department is to prepare students to teach at different levels, such as elementary, intermediate and secondary schools (Teachers College, 2008). The English programme at the Teachers College lasts for four years, and in the last semester each student is required to practise teaching in schools for a whole semester (around three months), called the practical semester. English Departments in different universities and colleges follow the same approach during the first two years with a focus on intensive courses (Abdan, 2005). At the beginning of the English programme, students focus on the four skills of speaking, listening, reading and writing; in addition of vocabulary and grammar modules. Interactions/Mosaic textbooks are used for teaching the four skills and Grammar: Vocabulary in Use textbook series for vocabulary, see Figure 3.1 and Figure 3.2. Students in the first semester start with Interactions 1 (pre-intermediate) and end up the fourth semester with Mosaic 2 (Advanced). All of these textbooks are monolingual and there are no other languages than English.

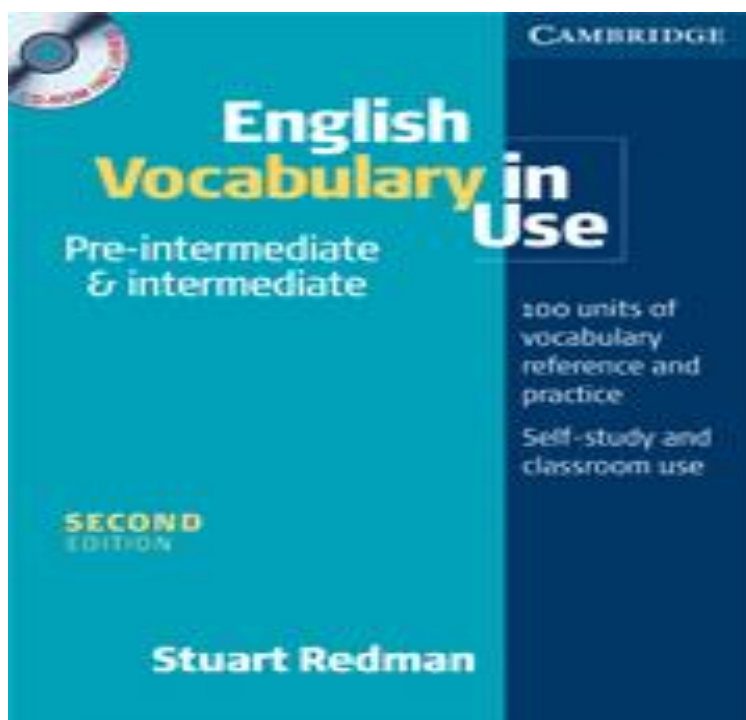


Figure 3.1: English Vocabulary in Use (Intermediate level)

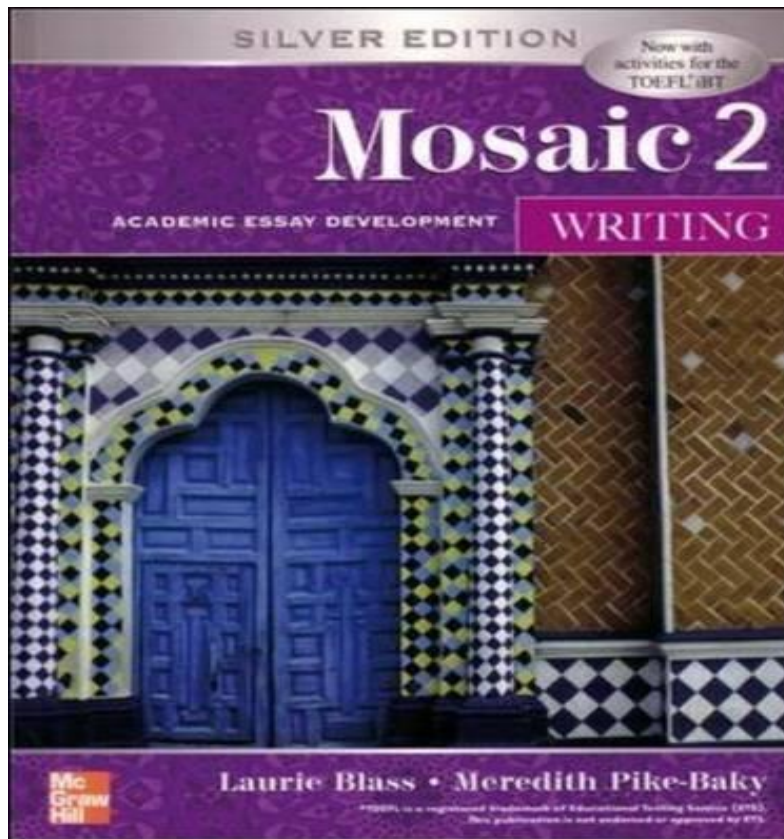


Figure 3.2: Mosaic 2 for Writing (Middle East Edition)

The next stage, they take courses as introductions to different areas, such as psycholinguistics, teaching approaches, translation, literature, semantics and phonetics and other modules, for example, teaching English in Saudi Arabia and language and culture. In order to get a degree, a few of compulsory courses, such as religious and educational courses are required, which are taught in Arabic. However, English, in general, is one of the compulsory modules in higher education. Even in Arabic and Islamic departments, English is usually a requirement. Teachers from the English Department teach general basic modules to students from these departments (Teachers College, 2008). The grade in Saudi universities is generally divided into: 40% for the attendance and midterm exams and 60% for the final exam. Students who are absent for more than the required attendance are banned from taking the final exam and they should retake the module next semester. There is no inspection for teachers inside the classroom; and there is an obvious lack of training programs for them during the academic year or anytime. An evaluation form for each teacher is filled routinely by the head of the department at the end of the Academic year.

3.4 Case Study

The *Case Study* is a familiar research strategy in recent applied linguistics, employed by a number of researchers (Duff, 2008). Yin (2009: 18) defines a case study as an

“empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context, especially when the boundaries between the phenomenon and the context are not clearly evident.”

There are different types of *case studies* depending on the purpose of the study e.g. explorative and explanatory *case studies* (Yin, 2009). As the main theme of the study is to explore the nature of L1 in L2 classrooms, explorative *case study* seems to be an appropriate description of the research. In addition, this *case study* will take place in the English Department at the Teachers College, and will investigate administrators, different types of teachers, i.e. Arab teachers and non Arab teachers and different kinds of students such as students who have taken the preparatory year and students who have not. In this case, Yin (2009) suggested an *embedded case study* design to identify the subunits which are explored individually. Results from these subunits are drawn together to show an overall picture (the perceptions and practice of L1). Even though the qualitative approach has been dominating social sciences *case studies* researches; *mixed-methods* has increasingly been part of the number of *case studies* research and is recognised in the linguistic field (Duff, 2008; Yin, 2009). It can be said that a case study is more like a strategy or a scheme that could help in collecting and classifying the data in order to understand it accordingly Dörnyei (2007); while *mixed-methods* is a technique that combines data sources, hard and soft, to introduce subjective and objective evidence. A popular *case study* was conducted to evaluate students' attitudes and other aspects towards learning Japanese in the United States of America. In this study, researchers combined a variety of data collection methods, such as the *mixed-methods* approach in order to achieve a better understanding of the findings (Duff, 2008). A *case study* strategy is favoured when research questions are predominately, 'why' and 'how' questions, and the researcher does not fully control the situation in a classroom (Yin, 2009). Inevitably, the researcher in the current study is not fully involved during the event, for example, through the classroom observations he was checking the use of L1 without any interference to the lesson. Moreover, a number of sub research questions match the category of *case study*, see section 3.5.4, according to Yin's (ibid) outline of their characteristics. Regarding the use of L1 in L2 classrooms studies, a number

of researchers followed the *case study* strategy (e.g. Macaro, 1995; Song and Andrew, 2009; Al-Nofaie, 2010; Moore, 2013). Song and Andrew's (2009) study, see section 2.6, followed the case study strategy by conducting a mixture of two methodological instruments: classroom observation (objective hard data) and interview (subjective soft data).

There are a number of advantages in utilizing *case studies* such as providing in depth data analysis, new assumptions or more awareness of applied language studies (Duff, 2008). Furthermore, it is able to manage large amounts of data and provide a rich description and suggestions for new ideas in the area to be investigated (Duff, 2008; Cohen et al., 2011). Generalization could be a questionable issue in the *case study* and other methodologies, which is considered a disadvantage (Duff, 2008; Nisbet and Watt in Cohen et al., 2011). Generalisation often refers to the population sample; as generalisation from a single case study conducted in a particular context that has its own characteristics or as Dörnyei (2007: 153) described it 'one inevitably idiosyncratic source'. However, generalization goes beyond the context as it also concerns two elements: theoretical elaboration '(analytic generalisation) and purposive sampling' (Dörnyei, 2007; Duff, 2008). Duff (2008: 52) reported a list of L2 learning and uses studies that 'achieved fairly wide generalization'; besides Dörnyei (2007) said it has been shown that these types of *case studies* attained a reasonable generalisation. A number of studies found the same results, and this study will compare its findings with the previous studies and discuss them as described in the discussion chapter. Employing the *mixed-methods* approach which includes a large sample in a quantitative method could minimise this disadvantage and tackle the generalisation issue in *case studies*. If generalisation could be achieved, a *case study* "can be seen as a small step toward grand generalisations" (Stake, 2005: 448)

3.5 Mixed- Methods Research

A *mixed-methods* research is a phenomenon that has been developing in the last decade, not only in social science but also in applied language studies, (Richards et al., 2012). One of the finest definitions of the term *mixed-methods* research is

“...the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference

techniques) for the broad purposes of breadth and depth of understanding and corroboration (Jounson, Onwuegbuzie and Turner, 2007: 123)”.

This definition is a result of analysing 19 definitions of the term *mixed-methods*. Clearly, according to the definition, this method includes a combination of qualitative and quantitative data in order to analyse them in one study and to grasp a better understanding of the studied phenomenon. In other words, it brings together the quantitative research method, which is concerned with the numerical subjective data, and the qualitative research method, which is related to the non-numerical objective data. For example, questionnaire and checklist are considered quantitative method instruments; whereas classroom observation and interview are counted as qualitative method tools. However, it also could combine qualitative methods or qualitative methods only, like recorded interview (subjective) and classroom observation (objective). The main purpose of *mixed-methods* research is to ‘achieve an elaborate and comprehensive understanding of a complex matter, looking at it from different angles’ (Dörnyei, 2007: 164). In addition, to reconfirm findings of, for instance, one theme throughout more than one instrument method (ibid). In the current study, tracing the functions of the use of L1 in the classroom by distributing (questionnaires) asking the participants their actual use of L1 in the classroom; then conducting (classroom observation) in order to check the actual use of L1; finally (interviewing) a number of them to seek the contradiction between their actual use in the classroom and their answers in the questionnaire, if there were any, and to understand their in-depth attitudes and opinions about the use of L1. *Mixed-methods* research has been increasingly preferred in classroom research. Some researchers have gone so far as to claim that *mixed-methods* ‘in classroom research is indispensable’ (ibid: 177). Almost all of the studies I came across used more than one method tool, mainly two, in order to reinforce the results by viewing one factor through different instruments or measuring other variables with their suitable instruments (see section 2.6). For example, when asking about the policy of the department/institution in using L1 in classrooms; interviews seem to be an appropriate choice, and when looking for the actual use of L1; classroom observation appears to be a suitable instrument; i.e. combining the ‘soft’ data of students’ opinion with the ‘hard’ data of classroom observations. *Mixed-methods* approach gives the opportunity to grasp the advantages of qualitative and quantitative methods

and to reduce the weaknesses of them. For example, *mixed-methods* approach may gain the advantages of a quantitative method, such as analysing a large number of a certain sample to test hypotheses, and also the advantages of a qualitative method, such as richness of data, which provides depth for the study, and being descriptive since it is based on words (Denscombe, 2010). This leads to a clear picture for broad findings and to explore the overlapping or conflicting results (ibid). For instance, a large number of students could be asked about their attitudes towards the use of L1 via (questionnaire); then the researcher may attend the classroom for (observation) to view the actual use of L1; after looking to their answers in the questionnaire and observing the events of L1, (interview) is conducted to ask about the contradiction between their answers in the questionnaire and their actions in the classroom in order to get the full picture of the role of L1 and discuss them. This example leads us to determine the type of *mixed-methods* applied in the study. As shown in Figure 3.3, the design followed in *mixed-methods* approach is the *concurrent triangulation design*. This type is concerned with analysing qualitative and quantitative data separately; accordingly both data are discussed together in order to compare the findings (Creswell, 2009). Furthermore, more data might be explored and the same results could be reconfirmed.

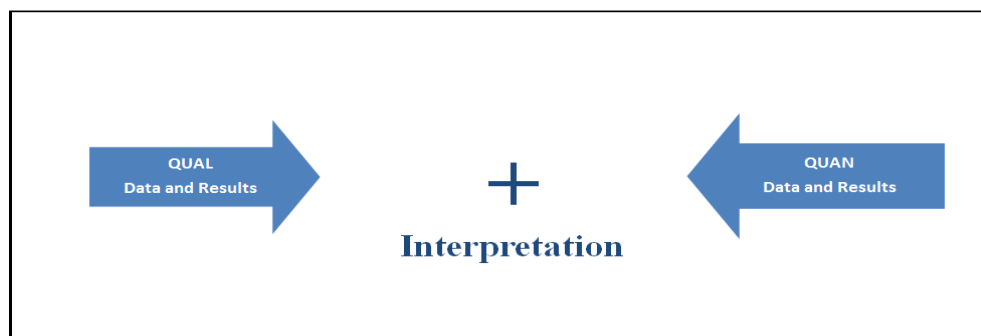


Figure 3.3: Concurrent Triangulation Design

Adapted from (Creswell et al., 2003: 226)

In this study, teachers' and students' questionnaires and the quantitative side of the classroom observations will be presented under the quantitative findings (see section 4.2); while the teachers' and students' interviews and the qualitative part of the classroom observations will be introduced in the qualitative findings (see section 4.3). Nevertheless, in the discussion chapter the results will be combined

together according to their research questions. Table 3.5 shows each research question with its methodical instrument(s).

3.5.1 Questionnaire

The questionnaire is considered to be one of the most common research instruments used in applied linguistics studies, and the reliance on it has been grown in the field (Dörnyei, 2007). For a number of reasons, such as the short time and low cost of employing this instrument in addition to managing large number of participants, it has become a preferable tool amongst researchers (Dörnyei, 2007). Another advantage of the questionnaire is the accuracy of the findings that it provides and it can be easily analysed through a number of computer programs such as SPSS (Statistical Package for the Social Sciences), for more details regarding the tests conducted through the SPSS, see section 4.2. To avoid leading questions as Dörnyei (2007) suggested, I modified a number of statements to insure the concentration on the statements rather than looking to please the researcher. Therefore a balance was taken into consideration between negative and positive wording questions. For example, instead of mentioning Arabic in every statement with a positive purpose, I added negative statements with it and positive statements and negative ones to English, for example:

1. The best way to present a new word is to give the English synonym for it.
2. Using Arabic helps students to understand the new vocabulary item better.
3. Students who speak Arabic in the classroom indicate less creativity.
4. I expect that a teacher who uses only English in class is less approachable than one who uses Arabic more frequently.

Another consideration that was taken into account is to avoid negative (not affirmative) questions to presumably prevent confusion amongst participants while answering the questions. It is assumed that a good question should be simple, short affirmative and comprehensible.

Likert scales were used to measure participants' attitudes towards the given statements. This scale was named after Rensis Likert in (1932) who developed this scale to measure people's attitudes (Bryman, 2012). A format of five-point scale was used in the questionnaire, which is usually utilized (Dörnyei, 2007). Mainly, (strongly agree) going to (strongly disagree) was used to range statements in both

questionnaire; also (always) to (never) was the measure scale for other sections, in (sections 3.5.1.1, 3.5.1.2). However, I used five-point Likert scale, which is normally used in applied linguistics research according to Dörnyei (2007) and is considered to be accurate. Furthermore, three seems to be short and seven or ten is considered too long. The five Likert-point scale was put at the top of each page to remind the participants about the measurement scale, to make it easy for them and to avoid confusion as there were two main measurement scales (strongly agree) to (strongly disagree) and (always) to (never). Hence, the questions were designed generally as closed questions for different reasons or advantages such as obtaining accurate answers and saving time (Dörnyei, 2007; Denscombe, 2010). As the research consists of different research instruments, using closed questions seems to be an appropriate option for saving time. Moreover, it follows a straightforward procedure to code and analyse the answers. To analyse the quantitative data, firstly, report general frequency descriptive statistics of the responses for each statement. Since the statements are categorised under themes; secondly, the average of means was analysed for each theme. Thirdly, in order to compare means for each theme between groups and other factors (age, background education, etc.) *non-parametric tests* such as *Mann-Whitney Test* for two independent groups and *Kruskal-Wallis Test* for more than two groups will be utilized. According to Larson-Hall (2010) both tests are equivalent to the *parametric tests* (e.g. *independent-sample T-Test*, *One Way Anova*, etc.). Selecting the *non-parametric tests* was based on the assumption of considering that the data was not normally distributed, as Larson-Hall (2010) stated, also the data collected in Likert type scale is usually assumed to not be distributed evenly. In addition, Larson-Hall (2010: 59) said that *Kruskal-Wallis Test* provides more ‘protection against the effects of outliers (data which is markedly different from the rest of the data)’, whilst *parametric tests* do not. Only the statistically significant differences will be reported due to the limitation of the word count in this study.

3.5.1.1 Students’ Questionnaire

The design of the questionnaire was a closed-ended question format as mentioned in the previous section. Although the layout of this design seems to be simple, it requires complicated and difficult construction (Denscombe, 2010). To avoid this disadvantage, and by looking for the current study structure and themes, most

questions were adapted from previous studies that fitted the study needs for particular overall factors. So, according to the main four sections from the questionnaire which concerned students' attitudes, preferences of the use of L1 by them and their teachers, their actual use of L1 and the amount of L1 in the classroom, these questions were adapted. These studies were: Duff and Polio, 1990; Schweers, 1999; Tang, 2002; Liu, Ahn, Baek and Han, 2004; Prodromou in Nazary, 2008; Rolin-Ianziti and Varshney, 2008; Ahmad and Jusoff, 2009; Al-Nofaie, 2010; Ismail, 2011. These studies examined attitudes and/or functions of students' MT in the classroom; and added students' voice to their studies. The questionnaire was also translated into the students' language (Arabic) (see Appendix B: Students' Questionnaire (Arabic Version)). According to Dörnyei (2010), this procedure may raise the internal validity of the questionnaire, which will be discussed in section 3.7.

The questionnaire was divided into five sections (see Appendix A: Students' Questionnaire): section one had 17 questions, which included background information about the students such as age, level, experience in learning English, etc. also. It also contained questions about general uses of L1; and the students' attitudes about learning a second language which were formed in multiple-choice and yes/no questions. The four sections were concerned about students' attitudes and preferences of the use of L1 by them and their teachers, their actual use of L1 and the amount of L1 in the classroom. Apparently, each section covered a number of themes, like attitudes of using L1 for management and discipline, and each theme had from four to six questions. In details, section two had 47 questions about their attitudes towards using L1 (Arabic) in the L2 (English) classroom, and this included their attitudes about L1 functions, for instance using L1 to introduce new materials. Likert scale, five-point scale (strongly agree, agree, not sure, disagree and strongly disagree), was used in this section. Section three consisted of 21 questions, which sought their views about their teachers' uses of L1 and L2 in the classroom and what the students prefer. For example, asking about whether they prefer their teacher to use L1 to give instructions about exercises or homework or not. In this section, the Likert scale was also applied, five-point scale from (always, often, sometimes, rarely and, never). Section four had ten questions, which sought students' actual use of Arabic inside the classroom. Again this section utilized the Likert scale, five-point scale from (always) to (never). Section five contained seven questions, which looked

into their opinions of frequency of Arabic during the lesson. This section also repeated the same rating scale in section three and four. Piloting the questionnaire and other instruments will be discussed in section 3.6. Moreover, the ethical consideration with the participants who were involved with this questionnaire and the other instruments will be discussed in section 3.9. The table below shows the themes investigated in the questionnaire.

Table 3.1: Students' Questionnaire Structure

Section 1	
Background information	7 questions
Attitudes of general use of L1	10 questions
Section 2: Attitudes towards Using Arabic	
Thoughts about the role of L1 in the classroom	5 questions
General use of L1 by teacher	6 questions
General use of L1 by students	5 questions
Explaining and understanding different aspects of language	5 questions
Feeling (guilt, satisfied, confused) when using Arabic	6 questions
Management and giving instructions by the teacher	5 questions
Communicating, socialising, and expressing themselves	5 questions
The relationship between proficiency level and creativity and Arabic use	5 questions
Teaching tactics and Arabic use	5 questions
Section 3: Students Preferences of Their Teachers' Uses of Arabic	
Explaining different aspects of language	5 questions
Teaching Tactics	6 questions
Management and giving instructions	5 questions
Socialising/Emotional	5 questions
Section 4: Students Actual Use of Arabic	
Learning tactics:	5 questions
Understanding different language aspects	5 questions
Section 5: The Frequency of Arabic Use during the Lesson	
The occasions of switching to Arabic	7 questions

3.5.1.2 Teachers' Questionnaire

Similar to the students' questionnaire, the teachers' questionnaire was formatted into closed questions. However, the last section was open-ended questions, thereby, giving the teacher more space to express himself about the issue, using L1 in the second language classroom, according to Bryman (2012), especially a selective number of them will be interviewed, not all of them. Also, a number of questions on this questionnaire was adapted from: Schweers (1999), Tang (2002), Storch and Wigglesworth (2003), Liu, Ahn, Baek and Han (2004), Pavlou and Papapavlou (2004) and Ahmad and Jusoff (2009), as they clearly looked into the use of L1 by teachers. Also, other questions were created by the researcher.

The teachers' questionnaire was divided into five sections (see Appendix C: Teachers' Questionnaire). Section one consisted of 20 questions, which included the background information such as age, qualification and L1 as there were Arab and non-Arab teachers in the department. The format of this section was yes/no questions and multiple-choice. This section also had questions about the use of L1 in different modules and their general ideas about it. In section two, 47 questions were presented in order to find out their attitude towards the use of Arabic in different situations and how they felt about it, such as asking about the use of L1 to explain a new word. This section used the five-point Likert scale from (strongly agree) to (strongly disagree). Section three consisted of 21 questions that sought the actual use of both languages in the classroom as in their actual use of L1 to explain the instructions during the exam. In this section and section four, Likert scale was also used five-point scale from (always) to (never). Section four had seven questions, which looked into the frequency of the use of Arabic, during the lesson. As mentioned above, section five was three open-ended questions about the advantages and disadvantages of using L1 in the classroom. The table below shows the number of questions in each theme.

Table 3.2: Teachers' Questionnaire Structure

Section 1	
Background information	10 questions
Attitudes of general use of L1	10 questions
Section 2: Attitudes towards Using Arabic	
Thoughts on the role of L1 in the classroom	5 questions
General use of L1 by teacher	6 questions
General use of L1 by students	5 questions
Explaining and understanding different language aspects	5 questions
Feeling (guilt, satisfied, confused) when using Arabic	6 questions
Management and giving instructions	5 questions
Communicating, socialising, and students expressing themselves	5 questions
The relationship between proficiency level and creativity and Arabic use	5 questions
Teaching tactics and Arabic use	5 questions
Section 3: Teachers' Actual Use of Arabic	
Explaining different aspects of language	5 questions
Teaching Tactics	6 questions
Management and giving instructions	5 questions
Socialising/Emotional	5 questions
Section 4: The Frequency of Arabic Use during the Lesson	
The occasions of switching to Arabic	7 questions
Section 5: Open-ended Questions	
Teachers opinions of using L1 in the classroom (cons and pros)	3 questions

3.5.2 Classroom Observation

Classroom observation is considered one of the vital research instruments in studies that concern the use of L1 in L2 classrooms, widely used in researching this area. One reason is that it could be used under both qualitative and quantitative approaches (Dörnyei, 2007; Cohen et al., 2011; Bryman, 2012). There are different types of observations; however the researcher applied the non-participant, structured or systematic observation, as these names are used interchangeably among researchers (Dörnyei, 2007; Denscombe, 2010; Robson, 2011); however, Bryman

(2012) distinguished between the three types; although he stated that most of the non-participant observation considered structured ones. The aim of using this instrument is to investigate the functions of using Arabic (L1) from the moment the teacher enters the classroom until he leaves it without any interference in the lesson by the researcher.

There are a number of L2 classroom observation schemes which are based largely on the popular Flanders's (1970) and Sinclair and Coulthard's (1975) observation models. Chaudron (1988) reported 25 L2 classroom observation schemes were constructed with them; however nine of these 25 observations were a real-time coding scheme as will be discussed below. Macaro (1998) said both models were criticised due to their lack of providing a complete description of the classroom. In this study, Macaro's (1997) observational checklist is adapted as it serves the purpose of the study. It traces the *events* of L1 and how many times this phenomenon occurs. This scheme and others could not, however, explain the perceptions of switching to L1; therefore, other instruments are conducted to pursue participants' attitudes towards the use of L1 in depth.

The classroom observations followed the 'real time' coding scheme, which implies 'the live classroom observation' according to Chaudron (1988: 20); and they were not recorded or video recorded for several reasons. The use of L1 might be a sensitive issue for many participants due to the bad reputation of it. The association of using L1 and low proficiency and being less creative, according to Macaro (2000) is reported in many studies. Many teachers in Mitchell's (1988) study said that L1 may seem a sign of low proficiency in L2 and low professionalism. In fact in my study, this finding is confirmed, as in Table 4.37 half of the teachers think that the use of Arabic by teachers is an indication of less creativity. The administrator also links weakness in L2 and being less creative with resorting to L1 (see section 4.3.2.1). The sensitivity of using L1 in front of the camera was assured by Neil's (1997) and Macaro's (1998) studies. Teachers and students admitted that they were embarrassed to resort to L1 in front of the camera (Neil, 1997). In Macaro's (1998) study, two teachers reported that they felt ashamed, fear and nervous while being video-recorded in the classroom. In my study, an EFL context, I assumed that L1 is not going to be used a lot and tracking L1 will be doable. The 'real time'

coding observation is highly recommended, although it could be a challenging task. Chaudron (1988: 20) said ‘observers in a ‘real time’ coding situation would reach high levels of agreement or reliability’.

In order to make the classroom observations attainable, I recorded a sample lesson and traced the switches in Arabic in the ‘real time’ coding observation. After that, a colleague, PhD. student who was looking into code switching in his study, checked the recording with the checklist, and the procedure in order to validate it. Also, another colleague, in the English Department, checked the whole observation procedure with me and confirmed it.

The role of the observer was passive, non-participant observer, he ticked the events as the teacher switched to Arabic and wrote down the word, phrase or sentence and put it under the related category in the observation checklist. This checklist was adapted from Macaro’s (1997) work (see Appendix D: Observation Checklist). However, some modifications were applied to make it more appropriate to the context. Since the observation was not recorded, for different reasons to be discussed in section 3.6, the checklist was again modified to make it shorter, from seven pages to two pages, so it gives the observer the opportunity to track the turns into Arabic faster than the original one (see Appendix E: Observation Checklist in Classroom). After the end of the lesson, I rewrote the checklist in the original one and filled out the general information such as duration of the lesson, number of students and module’s name and fill out the other sections in order to be readable when I started to analyse it in the findings chapter.

As the observer is not a participant in the observation, there is no influence on the participants and no directing of their attitudes or opinions and this is, according to Robson (2011), considered one of the main strengths of this type of observation. Although it is hard to avoid an inevitable influence as the observer is not invisible as he/she is sitting in the classroom. The observation for the same teacher was conducted twice and this raised the reliability of the observation (ibid). Observation is a methodology that aims towards the collection of in-depth information about a particular behaviour; hence, observational research findings are considered to be strong (Cohen et al., 2011). The traditional Sinclair and Coulthard (1975) IRF model

(teacher initiation ‘I’, learner response ‘R’ and teacher follow-up or feedback ‘F’) is followed to analyse the spoken discourse linguistically, although the feedback is rarely the case in my study. For example,

T: What does toaster mean in Arabic?
S: حفاصة
T: Good!

Alternatively, students sometimes initiate when they ask questions or seek help. However, as supplementary data, the number of turns to Arabic will be counted and reported in the quantitative analysis section (see section 4.2.4).

Reviewing the functions of using L1 in the literature; we obviously found that one of the main functions was clarifying difficult grammar points and explaining new or difficult vocabulary. Therefore, Grammar, Vocabulary and in particular Speaking classes were chosen to be observed, which were taught by Arab teachers and native English teachers⁴. The observation checklist is divided into three parts. The first part consists of general information, such as the name of the teacher and module, the number of students, the date and the duration of the lesson. The second part refers to the teacher’s uses of Arabic. Nine main areas were to be observed where the teacher might use Arabic:

1. Giving instructions, e.g. explaining a task and its objectives.
2. Management/ discipline, such as telling a student to stop chatting.
3. Informal talk, e.g. talking about a football match.
4. Praising: a teachers saying ‘well done’ in Arabic to a student who answered correctly.
5. Correcting mistakes/ giving feedback, e.g. correcting the pronunciation of ‘children’.
6. Explaining new/difficult vocabulary, for instance giving the translation of ‘events’.
7. The teacher is not aware of the term or word, e.g. ‘sperm whale’ as a teacher did not know this word in English. .
8. Talking about the culture of the target country, like the specific festivals of western countries. .

⁴ Most of the non-Arab teachers in the department have lived in Riyadh for at least five years; and clearly they have had picked some Arabic.

9. Clarifying grammar points, e.g. explaining the countable and uncountable nouns.
10. Miscellaneous, anything else is added here as other functions emerge during the observation not related to the above.

The third part relates to the students' uses of Arabic, as mentioned students are rarely engaged in the lesson. Following the observation, the researcher spent some time writing comments and notes in the comments part, and rewrote the observations in the original checklist as mentioned above. The main goal of the observation was to trace the actual uses of Arabic in the classroom and categorise them. Thus, the thematic coding approach will be conducted in order to analyse the results. Thematic coding analysis according to Robson (2011: 476) starts basically by 'generating initial codes'; then 'identifying and constructing' the themes; finally, the researcher reports the analysis. This phase is called 'integration and interpretation'. As mentioned, I started by assuming a number of themes in the data collection phase according to previous studies; then I generated main themes after looking at the data; I will accomplish the data analysis stage by integrating and comparing them. I will then interpret the findings in the discussion chapter (chapter 5). The software NVivo will be used as an aid to analyse the qualitative data, in my case, observations and interviews. NVivo is a recent qualitative data analysis that deals with rich text-based data (QSR, 2014). It is considered the ideal software among other program packages that are used in qualitative data analysis (Robson, 2011). Through NVivo data can be categorised into small themes called 'nodes'. For example, in my study, I am looking into specific themes such as 'using L1 to introduce a new word'; I create a node and name it 'explaining a new word' and put any related data from the interviews and classroom observations under this node. This will make analysing it accessible and attainable. Although the observation data will be analysed qualitatively; a minor quantitative data analysis will be employed and reported in the quantitative findings (see section 4.2.4). The software does more complex tasks; although, I have only used it to break up the qualitative data in its related theme in order to make the analysis task easier. In this section, the number of turns to Arabic will be quantified, and an average mean will be presented for each teacher and under which theme. For example, how many turns to Arabic were conducted by T1 (teacher) and how frequently did the teacher use Arabic in giving instructions (one of the main themes).

3.5.3 Semi-Structured Interviews

After distributing the questionnaires and completing the observations, informal *semi-structured* interviews were conducted with a certain number of students, teachers and administrators. This type of interview is considered one of the most commonly conducted interviews in the applied linguistics studies (Dörnyei, 2007). Unlike both instruments, interview offers interactions between the interviewer and the interviewees. A *semi-structured* interview provides flexibility to the interviewer to add questions that may occur during the interview (Perry, 2011). Furthermore, the interview in general, provides in-depth and rich information that will offer a better understanding for the investigated phenomenon (Bryman, 2012). In my study, I left the interviews for the last stage in order to gather in-depth information from a number of issues related to the use of L1 in the classroom. For example, asking teachers to give more details about the policy of the English Department regarding the use of L1 as they were asked in the questionnaire, or asking the students about the role of L1 in the classroom as it was observed in the classroom observation. In addition, the participants, students in particular, were asked about the use of L1, for instance, in their preparatory year and in their classrooms when they were in school. Ericsson and Simon (1993) divided recalling events in three categories: short-term memory, long-term memory and past experience. Ideally participants recall their experiences sequentially. Another advantage to leaving the interview until after the lesson (task) is to enhance participants 'inner voice' and to let them 'think aloud' as Ericsson and Simon (1993) recommended; which has proven its effectiveness in gathering data.

Labov (1972) indicated the effect of the interviewer, i.e. his voice or position during the interview, and the surroundings during the interview, e.g. is there any noise while conducting the interview? All of these factors were considered as the interviews were conducted in a quiet place such as an office, and in the English Department where I made sure to make the atmosphere was as friendly as possible. The day and time of the interview were chosen by the interviewees, as an attempt to make the interviewee as comfortable as possible and to make sure there was no rush to answer the questions. Ericsson and Simon (1993) said that it is crucial to give the participant time to think carefully so that they can provide accurate answers. I reassured the

participants about confidentiality and I also told them there is no right or wrong answer. Bear in mind that all of the interviewees participated voluntarily.

The researcher conducted 16 interviews: seven student interviews, seven teacher interviews and two administrator interviews. All of the interviews were face to face and audio recorded; then later transcribed. Extracts of the interviews' chunks will be introduced in the analysis section (see section 4.3.2). I made sure to explain the topic to them and I emphasised that there is no right or wrong in views of such a topic. For the students' interview the language used was Arabic. This was to draw their attention to the information rather than the language. I assumed that they may think that I am testing their English language skills considering my position in the Department as they are students in the English Department; therefore the decision was made to conduct it into Arabic. A complete transcription of a student's interview, its translation and an interview transcription for a teacher will be presented in Appendices F, G and H. Mostly, the observed teachers were interviewed and this involved Arab and English native-speaker teachers. The students who took part in the interview fell into two categories: students who took one year in the preparatory program and students who enrolled in the Teachers College English Department immediately after secondary school.

After coding the interviews and identifying the themes; thematic coding analysis will be conducted again. This will offer an opportunity to compare the findings in parallel with the in-depth information that was obtained. However, one of the main weaknesses of the interview besides being time-consuming is the issue of controlling reliability (Denscombe, 2010). Also, Cohen et al. (2011) questioned the bias of the interviewer which may have some impact on the validity. In order to surmount these challenges, Cohen et al. (2011) suggested that reducing the amount of bias which it is resourced from: the questions, interviewer and interviewee increase the validity. Therefore, the interviewer paid attention to the structure of each question, to the responses of the answers, and even to the voice pitch of the interviewee during the interview. One of the techniques to control the reliability is to repeat the same questions to each interviewee according to Cohen et al. (2011); although, allowing flexibility for unanticipated questions and answers that turned up.

Since the format followed in the interviews was semi-structured, the questions were repeated; however spontaneously sometimes, to assure that the interviewee was not under stress nor were the answers being judged. Piloting the interview as well as other instruments drew my attention to some issues such as the length of the interview, the translation of the questions and other matters that will be discussed in section 3.6. Table 3.3 and Table 3.4 show the questions asked in the interview to the participants.

Table 3.3: Students' Interview Questions

Questions
<ul style="list-style-type: none"> • Do you feel motivated to learn English?
<ul style="list-style-type: none"> • Does your teacher use Arabic in English classroom?
<ul style="list-style-type: none"> • If yes, how much percentage of the lesson does your teacher use Arabic?
<ul style="list-style-type: none"> • Do you think that Arabic helps you to learn English? Why?
<ul style="list-style-type: none"> • From your experience, when did Arabic help you in learning English and when did it affect you negatively?
<ul style="list-style-type: none"> • Does your teacher allow you to use Arabic in the classroom?
<ul style="list-style-type: none"> • When do you use Arabic in English classes?
<ul style="list-style-type: none"> • For which reasons do you (always/often/sometimes/rarely/never) use Arabic in the classroom? <ul style="list-style-type: none"> - Working in pairs or groups. - When answering the teacher's questions - When asking for help or explanation. - When talking informally on topics which are not related to English
<ul style="list-style-type: none"> • For which reasons do you either prefer or not your teacher to use Arabic? <ul style="list-style-type: none"> - When explaining grammar. - When explaining vocabulary. - When translating unknown words or sentences. - When correcting your errors

Table 3.4: Teacher' Interview Questions

Questions
<ul style="list-style-type: none"> • Many language educators think that the mother tongue should be excluded from EFL classes. Do you agree?
<ul style="list-style-type: none"> • Do you use Arabic in your classes? If so, for what purposes? <ul style="list-style-type: none"> - Greeting - Explaining grammar - Explaining vocabulary - Communication with students in topics not directly related to English
<ul style="list-style-type: none"> • Do you allow your students to use Arabic?
<ul style="list-style-type: none"> • For what reasons you do or do not allow students to use Arabic when: <ul style="list-style-type: none"> - Answering to your questions - Working in pairs or groups - Asking for help - Talking informally with you
<ul style="list-style-type: none"> • Do you think that your students' level affect the amount of Arabic used in the classroom?
<ul style="list-style-type: none"> • Do you think that telling jokes or using humour in Arabic, which are not related to teaching, can motivate students to study English?
<ul style="list-style-type: none"> • Do you think that using Arabic is a sign of less creative teaching?
<ul style="list-style-type: none"> • Is there an official policy regarding the use of Arabic or English? Do you agree with that?
<ul style="list-style-type: none"> • Would you evaluate a teacher as being inefficient if he uses Arabic?
<ul style="list-style-type: none"> • If you use Arabic, do you feel guilty?
<ul style="list-style-type: none"> • What is your overall opinion regarding the role of Arabic when teaching English? Is it positive, facilitative or negative and why?

3.5.4 Research Questions and Methodological Instruments

The table below shows the methodological instrument(s) applied for each research question.

Table 3.5: Research Questions and Instruments

Research Questions	Instrument
What is the nature of using L1 in L2 classrooms?	Observation Interview Questionnaire
1. What are students', teachers' and administrators' attitudes towards the use of Arabic in the classroom??	Interview
2. What do students think about teachers who use/avoid Arabic?	Interview/ Questionnaire
3. What do teachers and administrators think about students who use/avoid Arabic?	Interview/ Questionnaire
4. How is Arabic used in the English classroom?	Observation/Questionnaire
5. How frequently do teachers switch into Arabic?	Observation/Questionnaire
6. What are the factors that affect teachers' and students' choice of using Arabic?	Questionnaire/Interview

3.6 The Pilot Study

Piloting the research instruments employed in the study is a crucial step that should be taken before conducting the study. Either the instrument is a questionnaire or an interview; all of the research tools need to be pretested before applying them to the actual study (Bryman, 2012). Validating the instruments and the questions asked in each tool before conducting the real study will not only help to check them, but it also increases the validity and the reliability of the study (Dörnyei, 2007; Cohen et al., 2011). This step is important for all tools; nevertheless if a quantitative method instrument is included it should be paid more attention to as it 'relies on the psychometric properties of the research instruments' (Dörnyei, 2007: 75).

The students' questionnaires were piloted and distributed to the students' English Department in the College of Languages and Translation (another English Department⁵ in the university). As the questionnaire was in Arabic, they provided me with significant feedback and it was taken into consideration in the final design of the questionnaire. Two Arab colleagues who are studying PhD in Linguistics volunteered to review the final translation. Translating a survey and back-translating it to check the accuracy of the translation is considered the 'commonly used' procedure in order to compare the original questionnaire to the translated one (Behling and Law, 2000:58). Another concern is the length of both questionnaires which seemed to be long when looking at the number of questions (about 100 questions) and this needed to be checked according to Cohen et al. (2011). However, participants of both questionnaires did not exceed 25- 30 minutes. According to Dörnyei (2007), a 30-minute survey or less in applied linguistics studies is considered not long and acceptable.

In piloting the observation checklist, I found it difficult to use the original checklist (seven pages), so I used the same checklist but adjusted it into two pages (see Appendix E: Observation Checklist in Classroom). I noticed that it was also difficult to trace students' uses of L1 when they were discussing a task in group work. Therefore, I focused on the teachers' uses of L1; also the students' uses of L1 when responding to the teacher and reported what could be heard from their group work. The idea of video recording was refused by most of the teachers and the English Department was not comfortable with it. Also, I believe that since the investigated area is the use of L1; teachers may not act spontaneously and consciously avoid L1 as the use of L1 is a controversial issue as discussed in section 3.5.2. Bryman (2012) argues that the attendance of the observer might affect the validity; thus adding a recorder makes the situation worse.

⁵ There are basically three English departments in the university: College of Languages and Translation, which obviously focus on translation; College of Arts and the concentration here on literature and linguistics and Teachers College (the context of the study).

However, the digital recording device was used in the interview. There are not many things to check in the qualitative research instruments (Dörnyei, 2007). However, both interviews were conducted to assure that respondents understood the questions. Moreover, the digital device recorder was checked as a simple but a crucial procedure before doing the actual interview (ibid).

3.7 Validity and Reliability

Validity and *reliability* are two major concepts associated with assessing the research instruments either in qualitative and quantitative research studies. Applying, *mixed-methods* obviously increase the *validity* and *reliability* for any research; although it should be carefully employed and justified. Implementing classroom observations, questionnaires and interviews

“provides (a) more reliable information about events; (b) greater precision regarding their timing, duration and frequency; (c) greater accuracy in the time ordering of variables; and (d) more accurate and economical reconstructions of large-scale social episodes” (McCall in Bryman, 2012: 279).

Validity is simply assuring that the instrument is ‘measuring what it is supposed to measure’ (Bryman, ibid: 280). However, *validity* should also be concerned with the findings and the transferring of them. Perry (2011) stated that many researchers are confused and do not distinguish between the validity of the instruments and validity of the findings which are different issues. In recent studies, researchers have used the terms *internal validity* and *external validity* instead of the out-of-date terms, as many researchers argue, *content validity*, *face validity*, *construct validity*, etc. (Perry, ibid). Qualitative researchers used the term *credibility* interchangeably with term *validity* (ibid). Employing the triangulation design of *mixed-methods* will increase, clearly, the *validity* of the study from measuring the instruments of the study to finalising the results (Dörnyei, 2007). In the current study, using L1 is the core of the study; therefore all the questions should lead to this objective. To assure and control the *internal validity*, questions were asked through different instruments to avoid ambiguity as they were translated into Arabic that, according to Dörnyei (2010), improves *internal validity* of the instrument employed. Moreover, a number of variables were taken into account for both teachers and students to find if there were correlations with the main objective of the study (using Arabic in English classroom)

which contributed to control the *internal validity*. The simple example for *internal validity* is given by Bryman (2012) if x causes y how we can be assured that x is the cause and not anything else; I assume, almost all of the functions and attitudes in the role of L1 were sought and not only by teachers but also by students. Moreover, the questions of the use of L1 were asked, in the questionnaire and the interview, in different ways and were reported from the classroom observation so that, in my opinion, will help improve the *internal validity*. Many previous studies focused on either teachers or students using one or two instruments; while the current study brings teachers and students together to gather more information and to achieve better understanding using three different instruments. Accordingly, a contribution to the *internal validity* can be attained.

The *external validity*, however, is the *generalizability/ transferability* of the findings and the situation e.g. the sample in other words (Dörnyei, 2007). It is perhaps impossible to prove *validity*; yet evidence of *validity* could be achieved (Dörnyei, 2007; Perry, 2011). Adapting well designed instruments such as Macaro's (1997) observation checklist and questions from previous validated studies would presumably contribute efficiently in the *validity* and also *reliability* of the study (Seliger and Shohamy, 1989)

Reliability, on the other hand, is 'the consistencies of the data, scores or observations obtained using elicitation instruments, which can include a range of tools from standardised tests administrated in educational settings to tasks completed by participants in a research study' (Chalhoub-Deville in Dörnyei, 2007: 50). Clearly, the key concepts of the definition of *reliability* or *dependability*, another term used by other researchers Denscombe (2010), are consistency and accuracy. This refers to how accurate the findings will be if the instruments are reemployed at a different time and by another researcher. In the case of my study, besides using previous instruments, the translations of the questionnaire and interview transcriptions were checked by independent expert translator and the questionnaire was back translated by colleagues who are doing their PhD in linguistics. Mainly, it was almost similar to the original version and there were minor differences. I assured all of the participants that filling out the questionnaire was voluntarily and not compulsory. Likert five point scale form was predominantly used throughout both questionnaires,

and this type of rating scale, according to Lyberg (1997), maximises the *reliability* and also the *validity* of the measurement of attitude.

To check the *reliability* or in other words *internal consistency* to ‘calculate the average of all possible split-half reliability coefficients’ named Cronbach’s Alpha that is ranged between (0 and +1) (Bryman, 2012: 170). The range of the test should score 0.80 and above with +10 point scale. However the scale in second language studies are often shorter, between 3-4, and scoring above 0.60 in the Cronbach’s Alpha test is acceptable (Dörnyei, 2007). Bryman (2012: 280) stated that ‘a coefficient between 0.60 and 0.75 is considered good’. In the current study, the Cronbach’s Alpha test coefficient scored 0.72 for the students’ questionnaire and 0.65 for the teachers’ questionnaire (see Table 3.6 and Table 3.7), which is considered good and acceptable according to Dörnyei (2007) and Bryman (2012); furthermore by the correlation to the scale items (five point scale) the scores should be reliable (Larson-Hall, 2010).

Table 3.6: Teachers’ Questionnaire Reliability Statistics

Cronbach's Alpha	N of Items
.654	75

Table 3.7: Students’ Questionnaire Reliability Statistics

Cronbach's Alpha	N of Items
.721	85

3.7.1 The role of the Researcher

One of the main factors that may be seen as a threat to the validity is the role of the researcher. In qualitative methodology, namely *reflexivity*, which indicates the role of researcher when collecting data, for example, interviews and classroom observations and how this role could influence the settings or interpretations (Duff, 2008). I used to be a TA, Teaching Assistant, in the English Department before I transferred to another college, which made my position, according to Duranti (1997) as an outsider’s perspective and an insider’s one. One advantage to being a teacher in

the college in the past, was that it created a friendly atmosphere and the participating teachers and administrators felt free to express their ideas, as they seemed to see me as a colleague. In addition, they allowed me to attend their lessons as an observer which is not common. In universities and colleges in Saudi, there is not any role for classroom inspections unlike primary, intermediate and secondary schools. Because I had left the college, this could have increased the confidence and security of all participants when they gave their opinions, as the researcher will not have any role in the department in future. I was also a student in the department, this advantage offered me extra understanding into students' perspectives and needs. Including Arab and non-Arab teachers and a sheer number of students (n=178) were considered avoiding researcher bias. During the classroom observations, however, my role was limited and I was a non-participant observer.

3.8 Research Participants

The study was conducted in Riyadh, the capital city of Saudi Arabia, in King Saud University at the Teachers College, English Department. The choice of department was due to several reasons such as the variety of participants, such as teachers from different background, Arabs and Non Arabs, with different qualifications who presumably could represent the mainstream of English teachers, and also students who have been through different experiences such as the students who had done the preparatory year. In addition, the college for me, as a staff member, of the university was accessible, e.g. conducting interviews with administrators (i.e. the senior administrator) would not be an easy mission, if I had not worked with him before. Stake (1995:4) recommended that 'if we can, we need to pick cases which are easy to get to and hospitable to our inquiry'. However, all the participants (178 students, 18 teachers) were male and shared the same religion. All of the students shared the same mother tongue, nationality and had studied English for at least six years before joining the university, three years in intermediate stage and three years in secondary school. Although a small number of students studied English for more than six years (30 students). The age range of students was largely between 19 and 22 as shown in Table 3.8.

Table 3.8: Age of Students

Number of Students	178
Mean	21.72
Median	22.00
Mode	21
Std. Deviation	1.666
Minimum	19
Maximum	27

The students' participants in this study fell into two categories:

1. The first category: students who took preparatory year. It is important to mention that L1 is virtually banned when teaching intensive English skills in this year as will be confirmed by students who were enrolled in this program before joining the college, numbering 48 (see section 4.3.2.2).
2. The second category: students who joined the English Department in Teachers College immediately after graduating from secondary school without enrolling in the preparatory year, numbering 130 (see Table 3.9).

Table 3.9: Have you taken the Preparatory Year?

Answers	Frequency	Valid Percent
Taken the preparatory year	48	27.0
Not taken the preparatory year	130	73.0
Total	178	100.0

In addition, Table 3.10 shows the background information for all students who participated in the questionnaire.

Table 3.10: Students' Background Information

Students' Level		
Level	Frequency	Valid Percent
Second	4	2.2
Third	47	26.4
Fourth	23	12.9
Fifth	47	26.4
Sixth	17	9.6
Seventh	30	16.9
Eighth	10	5.6
Years Spent Learning English		
Number of years	Frequency	Valid Percent
6	111	62.7
7-9	16	9.0
10-11	4	2.3
12	5	2.8
More than 12	5	2.8
Other	36	20.3
Time Spent in English Speaking Countries		
Number of years	Frequency	Valid Percent
Never been there	157	88.2
3 – 6 months	7	3.9
1 – 2 years	3	1.7
3 – 5 years	3	1.7
More than 5 years	2	1.1
Other	6	3.4
Fluency of Parents in English		
Answer	Frequency	Valid Percent
Fluent	28	15.7
Not Fluent	150	84.3

Seven students participated in the interview seen in Table 3.11.

Table 3.11: Students' Profile (Interview)

Student	Age	Preparation Year	
		Yes	No
S1	22		×
S2	21		×
S3	24	×	
S4	23		×
S5	24		×
S6	20	×	
S7	20	×	

As for the teacher participants; 18 teachers contributed in the questionnaire, eight of them participated in the classroom observation and nine in the interviews. The additional two who were also interviewed were an administrator in the English Department and a senior administrator in the Teachers College, who also teaches in the Department and used to be one of the decision makers for the English Departments for all the teachers' colleges in the Kingdom. The age range of the teachers was between (28-57), as shown in Table 3.12 below.

Table 3.12: Teachers' Age

Number of Teachers	18
Mean	39.53
Median	38.00
Mode	30 ^a
Std. Deviation	8.110
Minimum	28
Maximum	57

Teachers who participated in the current study fell into three categories:

1. Arab teachers, whose mother tongue is Arabic. Nevertheless, two of them are considered English native-like, as they grew up in English speaking countries (America, Britain, etc.) and they used code switching in their everyday life. They can be categorised together as bilinguals who uses the two languages effectively as a routine.
2. Native English Speakers, whose mother tongue is English and who come from an English speaking country (Canada, Britain, etc.). Bear in mind that they have been living in Saudi Arabia for at least five years.
3. Teachers who are neither Arabs nor native English speakers. These teachers are from India and their mother tongue is Urdu; however, they have lived in Saudi for more than five years.

Table 3.13 shows full details of all the teachers' background, as obtained from their questionnaires.

Table 3.13: Teachers' Background Information

First Language?		
L1	Frequency	Percent
Arabic	13	72.2
English	3	16.7
Urdu	2	11.1
Position		
Position	Frequency	Percent
Teaching Assistant	1	5.6
Lecturer	6	33.3
Assistant Professor	7	38.9
Other	4	22.2
Highest Academic Qualification		
Qualification	Frequency	Percent
Master's Degree	10	55.6
PhD	7	38.9
Other	1	5.6
Years of Teaching English		
Experience	Frequency	Percent
Less than 5 years	2	11.1
5-10 years	5	27.8
11-15 years	3	16.7
16-20 years	4	22.2
20-25 years	2	11.1
more than 25 years	2	11.1
Time Spent in English Speaking Countries		
Years in English Speaking Country	Frequency	Percent
Never been there	5	27.8
1-3 years	3	16.7
4-7 years	5	27.8
8-13 years	1	5.6
More than 20 years	4	22.2

Eight teachers participated in the observation (three English native speaker teachers, two Arab teachers; yet they are considered English native-like and three Arab teachers), see also Table 3.14 for the profile of each classroom observed in the study. In addition, nine teachers were interviewed; including a senior administrator in the Teachers College, the administrator in the English Department, and the professor whose L1 is Urdu, see Table 3.15 for each teacher profile. The purpose of interviewing them is to make certain that every group has a representative in this study.

Table 3.14: Observed Classroom Profile

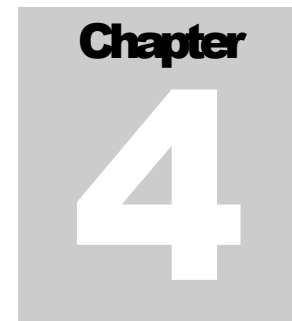
Teacher	Mother Tongue	Module	Number of Students	Have they taken preparation year?	
				Yes	No
T1	English	Speaking	18	×	
		Vocabulary	15		×
T2	English	Speaking	9		×
T3	Arabic/English	Vocabulary	21	×	
T4	Arabic/English	Grammar	7		×
		Speaking	24	×	
T5	Arabic	Grammar	19	×	
		Grammar	23	×	
T10	English	Speaking	12		×
		Vocabulary	22	×	
T11	Arabic	Grammar	17		×
T13	Arabic	Speaking	3		×
		Grammar	6		×

Table 3.15: Teachers' Profile (Interview)

Teacher	Age	Mother Tongue	Qualification
T1	44	English	Master's
T2	38	English	Master's
T3	53	Arabic/English	PhD
T4	32	Arabic/English	Master's
T5	31	Arabic	Master's
T6	44	Arabic/English/French	PhD
T7	57	Urdu	PhD
T8	52	Arabic	PhD
T9	45	Arabic	PhD.

3.9 Ethical Issues

As in any research project, ethical concerns had to be carefully considered for each employed instrument and for the participants. Before conducting the study I had a letter from the supervisor, who reviewed all of my data instruments including the cover page for the questionnaires and approved them. The Dean of Teachers College and the Head of the English Department accordingly, sent a consent letter to allow me to conduct the study in the College. I followed the ethical guidelines of the BAAL (British Association of Applied Linguistics). For example, the researcher should obtain an informed consent from the participants and their decision should be respected if they choose not to participate; also they should be assured confidentiality and anonymity; in addition they should be provided with the purpose of the study and some details about it and this could be included in the cover page (BAAL, 2000). I also added my email on the cover page in order to answer any enquiry or to provide them with the final findings, in addition to confirm the confidentiality and anonymity (see Appendices A, B and C). Moreover, before conducting the classrooms observations, interviews and questionnaires, I assured them verbally about their confidentiality and anonymity and they were asked for the permission to obtain the data. I informed the participants about the approximate amount of time and they were assured that filling in the questionnaire and joining an interview were not obligatory; but voluntarily. Also, I made it clear to each participant that there is not a right or a wrong answer; so they should not feel pressured in anyway. Furthermore, I went across the procedure and the topic before conducting the interview; and before starting the recording, I took the participant's permission and made sure he was happy to proceed. Their identities would be kept anonymous in the study, as I used abbreviations for their names: T for teachers and S for students attached with a number, e.g. T1 and S4



The Perceptions and Practice of L1 Arabic in
Saudi University English Classrooms

Chapter 4: Findings

Chapter 4: Findings

4.1 Introduction

The aim of this chapter is to present the quantitative findings, from both students' and teachers' questionnaires and classroom observation, and the qualitative findings such as classroom observations and teachers' and students' interviews. Two different questionnaires were distributed, one to 178 students and the other to 18 teachers, the administrator in the Department, the senior administrator in the Teachers College. In addition, 13 classroom observations were attended by the researcher for eight teachers (almost each teacher twice), followed by seven semi-structured interviews with teachers, two administrators, and seven students.

To recap students and teachers from the English Department and the Teachers College were the main participants of the study. Students were categorised into: students who joined the Preparatory year and students who did not; while teachers fell into two groups generally: Arab teachers and non-Arabs. The data will be analysed thematically with each of the three instruments separately.

4.2 Quantitative Data

The quantitative data comes from the students' questionnaire, the teachers' questionnaire and the classroom observations, given in (APPENDICES). For both questionnaires, there will be a brief introduction in each section as well as a description about the questions. Additionally, the Likert scale is mainly used, ranging from 1 – 5, where 1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly agree. This scale applied to the attitudes' questions as it concerns the views and opinions. The sections related to the functions and the frequency of using L1 used a scale from 1 – 5, where 1 = Always, 2 = Often, 3 = Sometimes, 4 = Rarely, and 5 = Never. Therefore, in order to analyse the data obtained for the questionnaires, a table is given for every set of questions as they are related to one theme, like attitudes towards using L1 in classroom management. Each table consists of the questions and is accompanied by their numbers, in order to make it easy for the reader to check them in the appendices, the number of

respondents for each question (n) and the percentage (%), and the mean (M) and standard deviation (SD) for each question. Each section of the questionnaire was analysed separately in order to obtain clear descriptions of the data.

After testing the normality of the data, the probability was less than ($p=0.05$) for both questionnaires; thereby non-parametric test was chosen in order to find out differences between average means of themes such as attitudes towards clarifying different language aspects, and teachers' reported use of Arabic in management and giving instructions and different factors e.g. the experience of teaching for teachers, the level of students in the department, etc. According to Larson-Hall (2010) normality and homogeneity should be examined to decide the ideal test in order to examine means, comparisons and correlations. Therefore, for both questionnaires, non-parametric tests will be conducted, as mentioned, such as *Mann-Whitney test* and *Kruskal-Wallis test*; in addition, *Bivariate correlations* will be carried out with 'age' as it is treated as continuous variables for both questionnaires. The number of the questions will be added in the tables, which refer to their number format in the questionnaire; and therefore, occasionally, they will not be in numerical order.

For the classroom observations, data will be analysed qualitatively; however a minor quantitative data analysis will be utilized and reported in the quantitative findings, see section 4.2.4. For example, the number of turns into Arabic will be quantified for each teacher and will be located under the appropriate function; in addition a total mean will be taken for each teacher and for each function.

4.2.1 Students' Questionnaire

The number of students who participated in the questionnaire were 178, all male and all sharing the same mother tongue, and nationality as mentioned in (section 3.8).

The students' questionnaire is divided into five main sections: general information and background of the students and overall views of the role of L1 in the classroom, students' attitudes towards using Arabic, students' preferences in using Arabic for different functions, students reported use of Arabic, and questions about the amount of Arabic during the lesson.

4.2.1.1 Section One: Overall Views of the Role of L1

Section one consists of two parts: first, general information about the participants as discussed in (section 3.8); second, overall views of the use of L1 and its correlation with teachers and classes.

Table 4.1: Q.8 In which area of the English language in your class do you think your teacher's use of Arabic has helped you the most?

Module	n (%)
Vocabulary	85 (48.6%)
Grammar	68 (38.9%)
Reading	7 (4%)
Writing	5 (2.9%)
Listening	3 (1.7%)
Speaking	7 (4%)
Total	175 (100%)
Missing	3

Let us start by looking at Table 4.1. The majority of students selected 'vocabulary' and 'grammar' as potential classes for using Arabic. Around 49% of the respondents claim that Arabic could be helpful in 'vocabulary' and 39%, feel the same about 'grammar' classes; whereas 3% think that Arabic is helpful in 'writing' and 2%, 'listening' classes. Thus they feel that using Arabic in grammar and vocabulary classes is much more important than the other elements.

Table 4.2: Overall Views about the Use of Arabic in the English Language Classroom

Question	Yes	No	Not Sure
	n (%)	n (%)	n (%)
Q.11 Do you think Arabic should be used in the English classroom?	57 (32.2%)	89 (50.3%)	31 (17.5%)
Q.12 Do you think the teacher should know the students' mother tongue?	84 (47.5%)	74 (41.8%)	19 (10.7%)
Q.13 Do you think the teacher should use the students' mother tongue in the English classroom?	48 (27.1%)	94(53.1%)	35 (19.8%)
Q.14 Do you think students should use their mother tongue in the English classroom?	25 (14.1%)	128 (72.3%)	24 (13.6%)

It is clear from Table 4.2 that a majority of respondents are against the use of Arabic in the classroom either by teachers or students. For example, about 89 students

(50.3%) responded *no* to Q11 ‘Do you think Arabic should be used in the English classroom?’ Nevertheless, about 84 of them (47.5%) answer *yes* for Q12 ‘Do you think the teacher should know the students' mother tongue?’ Besides, Table 4.3 below shows that a large number of students (41.6% and 25.3%, respectively) prefer D. ‘Native English Speaker (who knows no Arabic)’, then A. ‘Native Speaker (who uses Arabic in the classroom)’.

Table 4.3: Q.17 What do you prefer your English Teacher to be?

Statement	n (%)
A. English Native Speaker (who uses Arabic in the classroom).	45 (25.3%)
B. Arabic Native Speaker (who does not use Arabic in the classroom).	32 (18.0%)
C. Arabic Native Speaker (who uses Arabic in the classroom).	27 (15.2%)
D. English Native Speaker (who knows no Arabic).	74 (41.6%)

To sum up this section, using Arabic is not favoured, in general, by many students. Thereby, they prefer English native speakers to teach them English. However, a native English speaking teacher who knows Arabic is preferred over a teacher who knows no Arabic. A third choice for students is A. ‘English native speaker who uses Arabic in the classroom’. Arabic teachers are not preferred by the majority of students especially those who use Arabic in the classroom. Only 27 (15.2%) of the students favour C. ‘Arabic native speaker (who uses Arabic in the classroom)’.

4.2.1.2 Section Two: Students' Attitudes

This section turns to questions that tested the students' attitudes to L1 in the class. This will cover questions regarding their attitudes towards using Arabic in general, using Arabic by the teachers and by them. It will look into their attitudes of using L1 towards certain functions such as to give instructions and to build a rapport with the teacher.

Note that the five-point scale is (Strongly Disagree "SD" – Disagree "D" – Not Sure "NS" – Agree "A" – Strongly Agree "SA")

A. Attitudes towards General Use of Arabic/English

Table 4.4: Attitudes towards General use of L1 (Arabic)

Statement		SD	D	NS	A	SA	M	SD
Q.32 Using Arabic is more effective in the English language classroom than avoiding it.	n	24	37	46	50	20	3.03	1.22
	%	13.6%	20.9%	26.0%	28.2%	11.3%		
Q.55 Both English and Arabic can be integrated during the lesson.	n	11	35	40	62	29	3.36	1.15
	%	6.2%	19.8%	22.6%	35.0%	16.4%		
Q.56 Arabic should be banned in the English language classroom.	n	26	49	39	39	25	2.93	1.28
	%	14.6%	27.5%	21.9%	21.9%	14.0%		
Q.59 Using Arabic in the classroom hinders fluency in English.	n	10	21	35	60	51	3.68	1.17
	%	5.6%	11.9%	19.8%	33.9%	28.8%		

We will look first at the four questions about students' attitudes towards general use of Arabic in the classroom. In Table 4.4 the students' choices are approximately convergent with and against the use of L1, as their answers in total are very close to (3=not sure). For example, 62 students (35%) agree and 29 students (16.4%) strongly agree that Q.55 'Both English and Arabic can be integrated during the lesson'; while 35 students (19.8%) strongly disagree, 11 students (6.2%) disagree with the statement and 40 students (22.6%) are not sure about it. On the other hand the majority of them obviously think that using Arabic affects the fluency in English; 60 students (33.9%) agree and 51 (28.8%) strongly agree with Q.59 "Using Arabic in the classroom hinders fluency in English".

Table 4.5: Correlation with Students' Age

N	Pearson Correlation	P
173	0.158	0.038

By applying the *Bivariate correlation* test to determine whether or not there are differences in the students' attitudes towards the general use of L1 in the classroom and their age, as their age range is (19-22) as discussed in (section 3.8), we find that there is a statistically significant difference at [p< .05 level (Pearson coefficient= .158, p= .038)] as shown in Table 4.5. Thus, there is an adequate and direct relationship between students' age and their attitudes towards the general use of L1 in the classroom; namely their positive attitude towards general use of Arabic increases in line with their age.

B. Attitudes towards Teachers' General Use of Arabic/English

Table 4.6: Attitudes towards general use of Arabic/English by Teachers

Statement		SD	D	NS	A	SA	M	SD
Q.22 A good teacher uses Arabic inside the English language classroom.	n	52	46	44	25	11	2.42	1.22
	%	29.2%	25.8%	24.7%	14.0%	6.2%		
Q.23 Avoiding Arabic in the English language classroom helps teachers to teach English better.	n	13	23	28	54	60	3.70	1.26
	%	7.3%	12.9%	15.7%	30.3%	33.7%		
Q.35 Highly qualified teachers speak English exclusively in the classroom.	n	14	35	30	52	47	3.47	1.29
	%	7.9%	19.7%	16.9%	29.2%	26.4%		
Q.48 It is natural for a native Arabic-speaking teacher to use Arabic in the classroom.	n	25	45	37	54	15	2.94	1.22
	%	14.2%	25.6%	21.0%	30.7%	8.5%		
Q.52 All English teachers from the department should use only English in the classroom.	n	12	52	35	44	35	3.21	1.25
	%	6.7%	29.2%	19.7%	24.7%	19.7%		

We now turn to the questions on students' attitudes towards general use of Arabic/English by teachers. Table 4.6 shows highly statistically and significant results at [p-value=.001] where most of the students think that teachers should not use Arabic in the classroom. For instance, 52 students (29.2%) strongly disagree and 46 (25.8%) disagree with Q.22 'A good teacher uses Arabic inside the English language classroom'; while 25 (14%) agree and 11 (6.2%) strongly disagree with it and 44 students (24.7%) are not sure. Even though the majority of students think teachers should avoid Arabic; a number of them consider using Arabic by a native Arabic speaking teacher normal. 69 of the participants (39.2%) agree/ strongly agree with Q.48 'It is natural for a native Arabic-speaking teacher to use Arabic in the classroom'; however 70 of them (39.8%) strongly disagree/disagree with it.

Table 4.7: Differences between students who have joined the Prep. Year and who have not

Have you taken the preparatory year?	n	Mean Rank	P
Yes	48	69.97	0.002
No	130	96.71	

Table 4.7 shows that there is a statistically significant difference between students who had taken the preparatory year and those who had not with regard to their attitudes in using Arabic by teachers during the lesson at level of [p< .01 (p=.002)]. A *Mann-Whitney* test indicates that the mean rank of students who have taken the

preparatory year is lower (69.97) than students who have not (96, 71). Students who were enrolled in the preparatory year hold a negative attitude towards the use of Arabic by teachers; while the students who were not enrolled hold a positive attitude towards the use of Arabic by the teacher.

Table 4.8: Correlation with students' Age (Bivariate correlation test)

N	Pearson Correlation	P
173	0.158	0.038

Furthermore, by applying the *Bivariate correlation* test, we find there is a statistically significant difference between students' age at level of ($p=.005$, Pearson coefficient= .215). Thus, there is a direct linear relation between students' age and their attitudes towards the use of Arabic by teachers. Hence, older students think highly qualified teachers should use Arabic; but younger ones believe the opposite.

C. Attitudes towards Students' General Use of Arabic/English

Table 4.9: Attitudes towards General Use of Arabic/English by Students

Statement		SD	D	NS	A	SA	M	SD
Q.27 Students should use English all the time in the English language classroom.	n	9	22	21	64	62	3.83	1.18
	%	5.1%	12.4%	11.8%	36.0%	34.8%		
Q.30 Using Arabic aids comprehension greatly.	n	10	27	48	63	30	3.43	1.11
	%	5.6%	15.2%	27.0%	35.4%	16.9%		
Q.31 It is natural for a native Arabic-speaking student to use Arabic in the classroom.	n	24	38	41	58	16	3.02	1.21
	%	13.6%	21.5%	23.2%	32.8%	9.0%		
Q.47 To learn another language well, students should use that language all the time in the classroom.	n	33	33	27	39	44	3.16	1.47
	%	18.8%	18.8%	15.3%	22.2%	25.0%		
Q.53 All students should be allowed to use Arabic in the classroom.	n	40	47	46	35	10	2.60	1.20
	%	22.5%	26.4%	25.8%	19.7%	5.6%		

These set of questions are concerned with students' attitudes towards the general use of Arabic/English by students. As seen in Table 4.9, students' attitudes are generally against the use of Arabic inside the classroom, statistically significant results at [p-value=.002]. For example, in Q.27 'students should use English all the time in the English language classroom'; 64 students (36%) agree and 62 (34.8%) strongly agree with the statement; while 9 students (5.1%) strongly disagree and 22 (12.4%) disagree with it and 21 students (11.8%) are not sure. Nevertheless, many students tend to think as in Q.31 'it is natural for a native Arabic-speaking student to use Arabic in the classroom' and Q.30 'using Arabic aids comprehension greatly'.

D. Attitudes towards Clarifying Different Language Aspects

Table 4.10: Attitudes towards Clarifying Different Language Aspects

Statement		SD	D	NS	A	SA	M	SD
Q.26 Using Arabic helps students to understand difficult concepts better.	n	11	14	34	64	55	3.78	1.15
	%	6.2%	7.9%	19.1%	36.0%	30.9%		
Q.44 Using Arabic helps students to understand the new vocabulary item better.	n	13	23	34	61	45	3.58	1.21
	%	7.4%	13.1%	19.3%	34.7%	25.6%		
Q.46 Students understand the grammar better when it is explained in English.	n	18	31	38	50	39	3.35	1.28
	%	10.2%	17.6%	21.6%	28.4%	22.2%		
Q.58 Difficult grammar points should be explained in Arabic.	n	20	26	30	67	35	3.40	1.27
	%	11.2%	14.6%	16.9%	37.6%	19.7%		
Q.60 The best way to present a new word is to give the English synonym for it.	n	8	10	24	64	70	4.01	1.09
	%	4.5%	5.7%	13.6%	36.4%	39.8%		

We now turn to the questions about students’ attitudes towards using Arabic to clarify different language aspects such as difficult grammar points or new vocabulary. The overall average of Table 4.10 is (3.08) which is very close to (3=not sure). Therefore, looking at all the statements it can be said that students were not sure and this means it is not significant at [p-value= .115 (> 0.05)]. For instance, 61 students (34.7%) agree and 45 (25.6%) strongly agree with Q.44 ‘using Arabic helps students to understand the new vocabulary item better’; nonetheless, 64 of them (36.4%) agree and 70 (39.8%) strongly agree with Q.60 ‘the best way to present a new word is to give the English synonym for it’. Similarly, 37.6% and 19.7% of the students, agree/strongly agree, respectively, with Q.58 ‘difficult grammar points should be explained in Arabic’; although 50.6% of them think that using English is better as in Q.46 (see Figure 4.1 below).

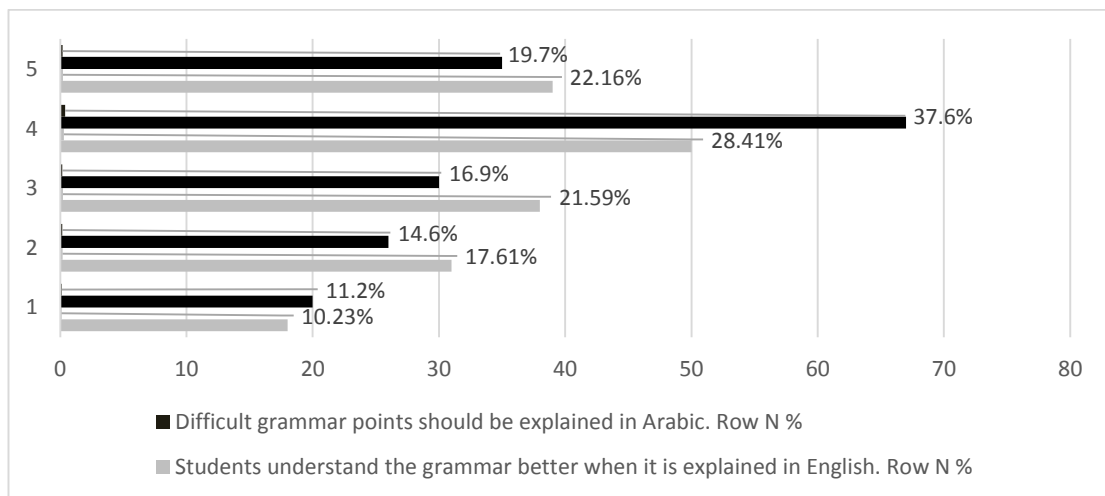


Figure 4.1: Attitudes towards Grammar Explanation

Table 4.11: Differences between students who have joined the Prep. Year and who have not

Have you taken the preparatory year?	n	Mean Rank	P
Yes	48	76.57	.041
No	130	94.27	

Table 4.7 shows a statistically significant difference between students, who have taken the preparatory year and those who have not, regarding their attitudes in using Arabic to clarify different language aspects at level of ($p=.041$). By applying a *Mann-Whitney* test, the mean rank of students who have taken the preparatory year is lower (76.57) than students who have not (94.27). Therefore, students who have taken the preparatory year hold a negative attitude towards the use of Arabic in explaining different language aspects; whereas the students who were not enrolled hold a positive attitude of the use of Arabic in such function.

E. Attitudes towards Feelings when Utilising Arabic

Table 4.12: Attitudes towards Feelings when Utilising Arabic

Statement		SD	D	NS	A	SA	M	SD
Q.28 Using Arabic helps students to feel at ease, comfortable and less stressed.	n	8	36	56	62	16	3.24	1.02
	%	4.5%	20.2%	31.5%	34.8%	9.0%		
Q.41 I feel guilty when using Arabic in the classroom.	n	17	35	40	49	35	3.28	1.26
	%	9.7%	19.9%	22.7%	27.8%	19.9%		
Q.43 It is confusing when the teacher switches from one language to another during class.	n	17	36	38	45	39	3.30	1.29
	%	9.7%	20.6%	21.7%	25.7%	22.3%		
Q.51 Using Arabic helps me enjoy the lesson.	n	27	56	40	38	17	2.79	1.22
	%	15.2%	31.5%	22.5%	21.3%	9.6%		
Q.54 Using Arabic helps me to feel satisfied with my learning.	n	29	50	49	39	10	2.72	1.47
	%	16.4%	28.2%	27.7%	22.0%	5.6%		

In this section, we look into students' attitudes towards feelings when resorting to Arabic. As shown in Table 4.12, students hold negative feelings towards the use of L1 in the classroom, with highly statistically significant results at [p-value=.009]. For example, 49 students (27.8%) agree and 35 (19.9%) strongly agree with Q.41 'I feel guilty when using Arabic in the classroom'; and 40 students (22.7%) are not sure; while 17 of them (9.7%) strongly disagree and 35 (19.9%) disagree with the statement.

Table 4.13: Differences between students whose Parents Fluent in English and whose not

Do your parents speak English fluently?	n	Mean Rank	P
Yes	28	110.25	.020
No	150	85.63	

In Table 4.13, a *Mann-Whitney* test shows that the mean rank of students whose parents speak English fluently is greater (110.25); than students who have not (85.36) with a statistically significant difference at level of (p=.020). This points out that students whose parents speak English fluently feel more satisfied and less guilty when using Arabic than students whose parents are not fluent in English.

F. Attitudes towards Group Work and Giving Instructions

Table 4.14: Attitudes towards Management and Giving Instructions

Statement		SD	D	NS	A	SA	M	SD
Q.29 When I work in pairs/groups, I tend to chat in Arabic.	n	19	32	45	61	20	3.18	1.18
	%	10.7%	18.1%	25.4%	34.5%	11.3%		
Q.40 Teachers should give important information, like homework, in English.	n	5	16	25	63	67	3.97	1.07
	%	2.8%	9.1%	14.2%	35.8%	38.1%		
Q.49 Teachers should give instructions about exercises in English.	n	9	12	27	76	54	3.87	1.08
	%	5.1%	6.7%	15.2%	42.7%	30.3%		
Q.62 In exams, it is important to give the instructions in Arabic.	n	18	26	42	54	38	3.38	1.25
	%	10.1%	14.6%	23.6%	30.3%	21.3%		
Q.63 Students should use only English when working together on a task in the classroom.	n	7	16	36	63	56	3.81	1.10
	%	3.9%	9.0%	20.2%	35.4%	31.5%		

We look now to the attitudes towards management and giving instruction. According to Table 4.14, the majority of students prefer English as a medium language in giving instructions; however, in exams, they prefer it in Arabic. In Q.49, for example, ‘teachers should give instructions about exercises in English’, 76 students (42.7%) agree and 54 (30.3) strongly agree with the statement; while 9 of them (5.1%) strongly disagree and 12 (6.7%) disagree with it. However, in exams (Q.62), more than a half of the participants (51.6%) prefer the instructions in Arabic.

In group work, students tend to think that they use Arabic as 34.5% and 11.3% strongly agree and agree with the statement Q.29 ‘when I work in pairs/groups, I tend to chat in Arabic’. However, most of them (66.9%) think that students should use only English when working together on a task in the classroom as in Q.63.

G. Attitudes towards Communicating and Socializing

Table 4.15: Attitudes towards Communicating and Socializing

Statement		SD	D	NS	A	SA	M	SD
Q.18 Students should express themselves only in English in the classroom	n	19	25	16	63	55	3.62	1.34
	%	10.7%	14.0%	9.0%	35.4%	30.9%		
Q.19 Students may use Arabic for such purposes as telling jokes	n	35	36	52	38	17	2.81	1.25
	%	19.7%	20.2%	29.2%	21.3%	9.6%		
Q.20 Students should feel free to use Arabic for complaining about the class.	n	40	48	40	32	17	2.65	1.28
	%	22.6%	27.1%	22.6%	18.1%	9.6%		
Q.21 Using Arabic helps the teacher and students to avoid communication breakdowns.	n	13	38	54	44	28	3.20	1.17
	%	7.3%	21.5%	30.5%	24.9%	15.8%		
Q.45 A teacher who uses only English in class is less approachable than one who uses Arabic more frequently.	n	14	33	38	55	36	3.38	1.23
	%	8.0%	18.8%	21.6%	31.3%	20.5%		

We discuss here the questions concerning students' attitudes about using Arabic in communication and for social purposes. As seen in Table 4.15, students tend to think that English should be the medium language in communication, socializing and even when they are expressing themselves. Although they agree that using Arabic could avoid communication breakdowns, also teachers become more approachable. For example, 63 students (35.4%) agree and 55 (30.9%) strongly agree with Q.18 'students should express themselves only in English in the classroom'. However, 19 of them (10.7%) strongly disagree and 25 (14%) disagree with it. Nonetheless, in Q.45 'a teacher who uses only English in class is less approachable than one who uses Arabic more frequently', 55 students (31.3%) agree and 36 (20.5%) strongly agree with this statement;

Table 4.16: Differences between students who have joined the Prep. Year and who have not

Have you taken the preparatory year?	n	Mean Rank	P
Yes	48	64.07	.001
No	130	98.89	

When testing the differences between students, who have joined the preparatory year and students who have not, with attitudes of using Arabic for social purposes and communication, we find a highly statistically significant difference at level of

($p=.001$) as shown in Table 4.16. It shows that students who had taken the preparatory year are more reticent about the idea of using Arabic for purposes such as socializing and communication, as the mean rank of students who had not taken the preparatory year is greater (98.89) than students who have taken it (64.07) according to the *Mann-Whitney* test.

H. Attitudes towards the Relationship between Proficiency Level and Creativity with Using Arabic/English

Table 4.17: Attitudes towards the Relationship between Proficiency Level and Creativity

Statement		SD	D	NS	A	SA	M	SD
Q.24 Students who speak Arabic in the classroom indicate less creativity.	n	19	36	30	68	24	3.24	1.23
	%	10.7%	20.3%	16.9%	38.4%	13.6%		
Q.25 Exclusive use of English is the best way to enhance students' English proficiency.	n	5	30	26	45	72	3.84	1.21
	%	2.8%	16.9%	14.6%	25.3%	40.4%		
Q.36 The use of Arabic by teachers is an indication of less creativity.	n	41	41	47	34	15	2.67	1.26
	%	23.0%	23.0%	26.4%	19.1%	8.4%		
Q.61 Using Arabic in the classroom depends on the English level of the students.	n	14	15	37	59	53	3.69	1.21
	%	7.9%	8.4%	20.8%	33.1%	29.8%		
Q.64 Students who speak Arabic inside the classroom have a low English proficiency level.	n	18	24	36	53	47	3.49	1.29
	%	10.1%	13.5%	20.2%	29.8%	26.4%		

In these questions, we seek students' opinions about the correlation between using Arabic, the proficiency level and also creativity. Table 4.17 illustrates a fair statistically significant result at [p-value=.045] that the majority of participants think that there is an inverse relationship between the use of Arabic and students' level and creativity; yet this relationship does not apply to teachers. For instance, 53 students (29.8%) agree and 47 (26.4%) strongly agree with Q.64 'students who speak Arabic inside the classroom have a low English proficiency level'; yet 18 of them (10.1%) strongly disagree and 24 (13.5%) disagree with the statement. However, with Q.36 'the use of Arabic by teachers is an indication of less creativity' more than half of the participants, 41 students (23%) strongly disagree and 41 (23%) disagree; whereas 34 of them (19.1%) agree and 15 (8.4%) strongly agree with the statement and 47 (26.4%) are not sure.

I. Attitudes towards Teaching Tactics

Table 4.18: Attitudes towards Teaching Tactics

Statement		SD	D	NS	A	SA	M	SD
Q.33 Using Arabic is less time consuming.	n	13	33	41	67	23	3.31	1.14
	%	7.3%	18.6%	23.2%	37.9%	13.0%		
Q.37 Teachers should use English to introduce new material.	n	9	22	44	69	34	3.54	1.09
	%	5.1%	12.4%	24.7%	38.8%	19.1%		
Q.38 Teachers should use Arabic to give suggestions on how to learn more effectively.	n	20	35	42	65	14	3.10	1.16
	%	11.4%	19.9%	23.9%	36.9%	8.0%		
Q.39 Teachers should consciously avoid the use of Arabic during lessons.	n	14	36	30	57	39	3.40	1.26
	%	8.0%	20.5%	17.0%	32.4%	22.2%		
Q.42 Explaining a difficult word in Arabic will save time.	n	7	12	30	66	58	3.90	1.07
	%	4.0%	6.9%	17.3%	38.2%	33.5%		

We end this section by discussing students' attitudes towards the use of Arabic and their teachers' tactics. The overall average of Table 4.18 is (3.06) which is very close to (3=not sure). Therefore, looking at all the statements, it can be said that students were not sure and this means it is not significant at [p-value= .178]. For example, the majority of the students think that using Arabic is less time consuming, as 66 students (38.2%) agree and 58 (33.5%) strongly agree with Q.42 'explaining a difficult word in Arabic will save time'. Nevertheless, in Q.37 'Teachers should use English to introduce new material'

4.2.1.3 Section Three: Students' Preferences

Section three looks at the students' preferences for L1 or L2 in various circumstances. The statements will concentrate on their teachers' use of Arabic in different functions as well as students' choices from the scale on whether they like it or not. The scale is from 1–5, where 1= Always, 2=Often, 3=Sometimes, 4=Rarely and 5= Never, as this section is relating to functions rather than opinions.

A. Students' Preferences in Explaining Different Aspects of Language

Table 4.19: Students' Preferences in Explaining Different Aspects of Language

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.65 I like it when my teacher uses English to explain difficult concepts.	n	46	46	51	27	8	2.47	1.16
	%	25.8%	25.8%	28.7%	15.2%	4.5%		
Q.75 I like it when my teacher uses Arabic to define new vocabulary items.	n	41	36	37	30	33	2.88	1.43
	%	23.2%	20.3%	20.9%	16.9%	18.6%		
Q.76 I like it when my teacher uses English to explain the relationship between English and Arabic.	n	56	58	40	19	4	2.19	1.07
	%	31.6%	32.8%	22.6%	10.7%	2.3%		
Q.77 I like it when my teacher uses Arabic to explain difficult grammar points.	n	55	33	34	29	23	2.61	1.42
	%	31.6%	19.0%	19.5%	16.7%	13.2%		
Q.85 I like it when my teacher uses English synonyms to explain difficult vocabulary.	n	74	36	46	11	10	2.14	1.19
	%	41.8%	20.3%	26.0%	6.2%	5.6%		

We will look first at the five statements regarding students' preferences in explaining different aspects of language. As shown in Table 4.19, students prefer their teacher to use English in situations such as explaining difficult concept and giving English synonyms to explain difficult vocabulary; and they prefer them to use Arabic in situations such as explaining new vocabulary or difficult grammar points, statistically significant results at [p-value=.001]. For instance, in Q.85 'I like it when my teacher uses English synonyms to explain difficult vocabulary', 74 students (41.8%) selected always, 36 (20.3%) often, 46 (26%) sometimes, 11 (6.2%) rarely and 10 (5.6%) never. However, in Q.77 'I like it when my teacher uses Arabic to explain difficult grammar points', 55 students (31.6%) chooses always, 33 (19%) often, 34 (19.5%) sometimes, 29 (16.7%) rarely and 23 (13.2%) never.

B. Students' Preferences for Teaching Tactics

Table 4.20: Students' Preferences in Teaching Tactics

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.66 I like it when my teacher uses English to introduce new material.	n	57	56	44	17	3	2.17	1.04
	%	32.2%	31.6%	24.9%	9.6%	1.7%		
Q.70 I like it when my teacher uses Arabic to give suggestions on how to learn more effectively.	n	35	31	51	39	21	2.89	1.29
	%	19.8%	17.5%	28.8%	22.0%	11.9%		
Q.72 I like it when my teacher uses English to check for comprehension.	n	75	55	29	12	6	1.98	1.08
	%	42.4%	31.1%	16.4%	6.8%	3.4%		
Q.78 I like it when my teacher uses Arabic more with lower level students.	n	38	46	56	23	14	2.60	1.19
	%	21.5%	26.0%	31.6%	13.0%	7.9%		
Q.79 I like it when my teacher uses Arabic in order to save time.	n	23	25	48	36	45	3.31	1.34
	%	13.0%	14.1%	27.1%	20.3%	25.4%		
Q.80 I like it when my teacher consciously avoids the use of Arabic during the lesson.	n	56	43	39	19	19	2.44	1.33
	%	31.8%	24.4%	22.2%	10.8%	10.8%		

We now turn to questions concerning students' preferences in teaching tactics. As seen in Table 4.20, the majority of students prefer their teacher to avoid Arabic in situations such as introducing new material and in order to save time. Although they seem more tolerant with using Arabic in circumstances such as with low level students. For example, 75 students (42.4%) selected always, 55 (31.1%) often, 29 (16.4%) sometimes, 12 (6.8%) rarely and 6 (3.4%) never in Q.72 'I like it when my teacher uses English to check for comprehension'. Nevertheless, in Q.78 'I like it when my teacher uses Arabic more with lower level students', 38 students (21.5%) selected always, 46 (26%) often, 56 (31.6%) sometimes, 23 (13%) rarely and 14 (7.9%) never.

C. Students' Preferences in Management and Giving Instructions

Table 4.21: Students' Preferences in Management and Giving Instructions

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.67 I like it when my teacher uses Arabic to manage students' behaviour.	n	28	34	41	32	41	3.14	1.39
	%	15.9%	19.3%	23.3%	18.2%	23.3%		
Q.69 I like it when my teacher uses English for assessment details and class outlines.	n	69	34	42	22	11	2.28	1.27
	%	38.8%	19.1%	23.6%	12.4%	6.2%		
Q.71 I like it when my teacher uses English to give instructions about exercises or homework.	n	67	52	35	16	7	2.12	1.13
	%	37.9%	29.4%	19.8%	9.0%	4.0%		
Q.74 I like it when my teacher uses English to carry out small-group work.	n	77	46	34	12	8	2.03	1.15
	%	43.5%	26.0%	19.2%	6.8%	4.5%		
Q.81 In exams, I like my teacher to give the instructions in Arabic.	n	34	40	42	25	35	2.93	1.39
	%	19.3%	22.7%	23.9%	14.2%	19.9%		

We move on to discuss the questions related to students' preferences in using Arabic/English in management and giving instructions. Table 4.21 shows a highly statistically significant level at [p-value=.001], where students generally prefer using English for management and giving instructions. However, a majority of them are in favour of using Arabic in exams' instructions and managing students' behaviour. For instance, in Q71 'I like it when my teacher uses English to give instructions about exercises or homework', 67 students (37.9%) selected always, 52 (29.4%) often, 35 (19.8%) sometimes, 16 (9%) rarely and 7 (4%) never; while in Q.81 'in exams, I like my teacher to give the instructions in Arabic', 34 students (19.3%) selected always, 40 (22.7%) often, 43 (23.9%) sometimes, 25 (14.2%) rarely and 35 (19.9%) never.

D. Students' Preferences in Communication and Socializing

Table 4.22: Students' Preferences in Communication and Socializing

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.68 I like it when my teacher uses English to tell jokes to students.	n	65	44	40	25	4	2.21	1.15
	%	36.5%	24.7%	22.5%	14.0%	2.2%		
Q.73 I like it when my teacher uses Arabic to praise students in order to motivate them.	n	38	31	31	41	36	3.03	1.45
	%	21.5%	17.5%	17.5%	23.2%	20.3%		
Q.82 I like it when my teacher uses humorous Arabic expressions when he wants to 'entertain' students.	n	36	33	51	33	23	2.85	1.31
	%	20.5%	18.8%	29.0%	18.8%	13.1%		
Q.83 I like it when my teacher allows students to use Arabic while discussing topics related to everyday matters.	n	21	26	47	40	43	3.33	1.31
	%	11.9%	14.7%	26.6%	22.6%	24.3%		
Q.84 I like it when my teacher uses Arabic to help students feel more comfortable and confident.	n	22	32	62	29	32	3.10	1.25
	%	12.4%	18.1%	35.0%	16.4%	18.1%		

We now turn to questions on students' preferences in using Arabic for social and emotional purposes. It is clear from Table 4.22, that students prefer their teachers to utilise Arabic in functions such as praising students, telling humorous Arabic expressions and to help students feel more comfortable and confident. Even though they prefer their teachers to tell jokes in English and to discourage them from using Arabic when discussing everyday matters. In Q.68, for example, 'I like it when my teacher uses English to tell jokes to students', 65 students (36.5%) chose always, 44 (24.7%) often, 40 (22.5%) sometimes, 25 (14%) rarely and 4 (2.2%) never; whereas 36 students (20.5%) selected always, 33 (18.8%) often, 51 (29%) sometimes, 33 (18.8%) rarely and 23 (13.1%) never in Q.82 'I like it when my teacher uses humorous Arabic expressions when he wants to 'entertain' students'.

4.2.1.4 Section Four: Students' Reported Use of Arabic

This section is about students' reported use of Arabic in the classroom. As the participation of students in the classroom is rare, we will discuss a couple of areas which are related to their use of Arabic in situations such as: understanding different aspects of language, instructions, communication and learning tactics.

A. Reported Use of Arabic in Understanding Different Aspects of Language, Instructions and Communicating

Table 4.23: Reported Use of Arabic/English in Understanding Different Aspects of Language, Instructions and Communicating

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.87 I use English to express my feelings and ideas.	n	46	59	57	14	2	2.25	0.97
	%	25.8%	33.1%	32.0%	7.9%	1.1%		
Q.91 I understand new vocabulary better when I use a bilingual dictionary.	n	60	44	47	17	10	2.29	1.19
	%	33.7%	24.7%	26.4%	9.6%	5.6%		
Q.92 I use Arabic to make sure that I understand the new English word.	n	48	53	38	24	14	2.45	1.24
	%	27.1%	29.9%	21.5%	13.6%	7.9%		
Q.93 I use Arabic to make sure I understand difficult grammar points.	n	39	47	40	32	20	2.70	1.30
	%	21.9%	26.4%	22.5%	18.0%	11.2%		
Q.94 I use Arabic to make sure I understand the giving instruction.	n	34	33	53	38	20	2.87	1.26
	%	19.1%	18.5%	29.8%	21.3%	11.2%		

Here we have questions regarding students' use of Arabic/English in situations such as understanding different aspects of language, instructions and expressing ideas and feelings. As seen in Table 4.23, Arabic is clearly used by the majority of students to understand a new word, difficult grammar points and instructions. Although, they report that they use English to express their ideas and feelings. For instance, in Q.93 'I use Arabic to make sure I understand difficult grammar points' 39 students (21.9%) selected always, 47 (26.4%) often, 40 (22.5%) sometimes, 32 (18%) rarely and 20 (11.2%) never. However, in Q.87 'I use English to express my feelings and ideas', 46 students (25.8%) selected always, 59 (33.1%) often, 57 (32%) sometimes, 14 (7.9%) rarely and 2 (1.1%) never.

B. Reported Use of Arabic/English in Learning Tactics

Table 4.24: Reported Use of Arabic/English in Learning Tactics

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.86 I consciously avoid the use of Arabic during the lesson.	n	59	55	42	12	10	2.21	1.14
	%	33.1%	30.9%	23.6%	6.7%	5.6%		
Q.88 I use Arabic to help me study for my exams.	n	35	49	50	30	12	2.63	1.18
	%	19.9%	27.8%	28.4%	17.0%	6.8%		
Q.89 I ask my teacher questions in Arabic.	n	11	27	63	47	30	3.33	1.11
	%	6.2%	15.2%	35.4%	26.4%	16.9%		
Q.90 I avoid Arabic when I work in a group/pair.	n	20	23	74	42	19	3.10	1.11
	%	11.2%	12.9%	41.6%	23.6%	10.7%		
Q.95 I ask questions in Arabic in order to save time.	n	18	18	51	48	43	3.45	1.24
	%	10.1%	10.1%	28.7%	27.0%	24.2%		

Under this theme, students' reported, with highly statistically significant results at [p-value=.001], use of Arabic in situations such as: studying for exams, working in groups and asking questions, in other words learning tactics. The majority of students claim that they avoided using Arabic in learning tactics' functions, however, in situations such as studying for exams and working in pairs/groups, they use Arabic. For example, in Q.89 'I ask my teacher questions in Arabic', 11 students (6.2%) selected always, 27 (15.2%) often, 63 (35.4%) sometimes, 47 (26.4%) rarely and 30 (16.9%) never. Yet, 20 students (11.2%) chose always, 23 (12.9%) often, 74 (41.6%) sometimes, 42 (23.6%) rarely and 19 (10.7%) never for Q.90 'I avoid Arabic when I work in a group/pair'.

4.2.1.5 Section Five: The Reported Frequency of Arabic

This section turns to the questions of how often the students feel Arabic is used.

Again, the scale here is frequency from 1–5, where 1= Always, 2=Often,

3=Sometimes, 4= Rarely, and 5= Never, as this section is looking to the amount of Arabic in the classroom.

Table 4.25: The Frequency of Arabic during the Lesson

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.97 How often do you actually use Arabic in the classroom?	n	7	42	78	49	1	2.97	0.84
	%	4.0%	23.7%	44.1%	27.7%	.6%		
Q.98 How often do you think teachers should use Arabic in the classroom that is most helpful to students in learning English?	n	12	34	67	54	11	3.10	1.00
	%	6.7%	19.1%	37.6%	30.3%	6.2%		
Q.99 How often do students use Arabic in the classroom?	n	23	69	57	27	2	2.53	0.94
	%	12.9%	38.8%	32.0%	15.2%	1.1%		
Q.100 How often do you think that students should use Arabic in the classroom?	n	8	26	48	74	22	3.43	1.03
	%	4.5%	14.6%	27.0%	41.6%	12.4%		
Q.101 How often your teacher uses Arabic to explain different aspects of language?	n	8	45	76	44	5	2.96	0.89
	%	4.5%	25.3%	42.7%	24.7%	2.8%		
Q.102 How often your teacher uses Arabic to organize the classroom?	n	21	38	61	46	12	2.94	1.10
	%	11.8%	21.3%	34.3%	25.8%	6.7%		

As seen in Table 4.25, the average of students' selections were *sometimes*, in general, of the frequency of Arabic usage during the lesson. So, when they were asked about their opinions, the answers are between (sometimes/ rarely), yet when they were asked about their actual reported use of Arabic, the choices were between (often/ sometimes). They think *sometimes* Arabic should be used, specifically by the teacher to assist students, as they affirmed that teacher actually does that, especially for purposes such as organising the classroom and less in explaining different aspects of language. Moreover, the majority of students use Arabic occasionally in the classroom, e.g. in Q.97 'How often do you actually use Arabic in the classroom?' 7 students (4%) selected always, 41 (23.7%) often, 78 (44.1%) sometimes, 49 (27.7%) rarely and 1 (0.6%) never. In Q.101 'How often your teacher uses Arabic to explain different aspects of language?' 8 students (4.5%) selected always, 45 (25.3%) often, 76 (42.7%) sometimes, 44 (24.7%) rarely and 5 (2.8%) never.

Table 4.26: Differences between students who have joined the Prep. Year and who have not

Have you taken the preparatory year?	n	Mean Rank	P
Yes	48	103.19	.031
No	130	84.45	

Table 4.26 shows that there is a significant difference between students who have taken the preparatory year as a *Mann-Whitney* test indicates that their (mean rank=103.19) and those who have not (mean rank=84.45) with [p value= .031]. Therefore, students who have not taken the preparatory year tend to use Arabic and think it should be used, either by students or teachers, more than students who have taken the preparatory year, as they tend to minimise the use of Arabic in the classroom.

Table 4.27: Differences between students whose Parents Flunent in English and whose not

Do your parents speak English fluently?	N	Mean Rank	P
Yes	28	69.64	.026
No	150	93.21	

In addition Table 4.27 above indicates that there is a significant difference between students whose parents are fluent in English and those whose parents are not at [p=.026] and (Mean rank yes=69.64 vs no=93.21). Therefore, if students' parents are fluent in English, students are inclined to actual use of Arabic and think it should be used more than students whose parents are not fluent in English.

4.2.1.6 Summary of the Students' Questionnaire Results

Students are generally in agreement with minimising the use of L1, because it may contribute to grammar and vocabulary lessons from their point of view. They also think that even if L1 is used in justified situations, it may hinder the fluency in the TL. Therefore, they prefer a native English speaking teacher, yet someone who knows some Arabic. Students' attitudes are largely against the use of L1, however they seem not sure of using Arabic in order to explain different language aspects. Arabic could help, according to their answers, to aid comprehension greatly, to clarify instructions during exams, and to avoid communication breakdowns as teachers who know Arabic are more approachable. They also agree that utilising Arabic could save time. However, it is obvious that students hold some conflicting opinions about the use of Arabic in the classroom. These paradoxical ideas are as follows:

1. Students agree with 'using Arabic helps students to understand difficult concepts better', however they also agree with this statement, 'I like it when my teacher uses English to explain difficult concepts'.
2. They agree with 'A teacher who uses only English in class is less approachable than one who uses Arabic more frequently', yet they also agree with, 'Teachers should consciously avoid the use of Arabic during lessons'.
3. They also agree with the statement, 'using Arabic helps students to understand new vocabulary better', however, they also agree with, 'the best way to present a new word is to give the English synonym for it'.

Moreover, some results suggest contradiction between their ideas in function and their reported practice. For instance:

- Students agree with the statements, 'Teachers should give important information, like homework, in English,' and, 'I like it when my teacher uses English to give instructions about exercises or homework', however, they agree with this statement, 'I use Arabic to make sure I understand the given instruction'.

Students, similarly, prefer their teacher to use English, in general, in the classroom. Nevertheless, according to their answers, Arabic could be tolerated in function such as the following:

- Explaining new vocabulary or difficult grammar points. [Q75 and Q77]
- Clarifying instructions during an exam. [Q62 and Q81]
- Managing students' behaviour [Q67]
- Discussing how to learn English effectively [Q38 and Q70]
- Using Arabic with low level students. [Q61 and Q78]
- Telling humorous Arabic expressions. [Q82]
- Helping students to feel more comfortable and confident. [Q84]

In addition, students in the classroom generally reported that they use Arabic to understand different aspects of language and instructions; also in some learning tactics such as to study for exams and in pair/group work in the classroom.

Nevertheless, they also claim that they tend to use English in asking questions, communicating and expressing their feelings and ideas. So, we can say in general, that students' attitudes towards the use of Arabic in the classroom is in favour with avoiding it, their preference of their teachers' use of Arabic is in favour with using it in some functions and avoiding it in other situations, and their reported use of Arabic is in favour of using it.

Regarding the frequency of using Arabic during the lesson, the majority of students' choices were between (often- sometimes). Thereby, they claim that sometimes Arabic should be used by the teacher to assist students. They affirmed that the teacher actually use Arabic especially for purposes such as organising the classroom and explaining different aspects of language. Moreover, the majority of students reported that they use Arabic occasionally in the classroom. In this section it is observed that many students chose 'rarely' to the question, 'How much Arabic they think should be used?', 'sometimes' to the question, 'How much you actual use Arabic?', 'often' to the question, 'How much students actually use Arabic?'. .

Throughout the questionnaire, significant differences are found with factors such as age, joining preparatory year and the fluency of students' parents in English. There is a significant correlation between students' age with different themes such as attitude towards general use of Arabic and attitudes towards teachers' general use of Arabic/English as the older they become the more positive they are with the idea of

using Arabic. In addition, there are significant differences between students who were enrolled in preparatory year and students who were not, with different variables such as attitudes towards general use of Arabic/English by teachers, attitudes towards clarifying different language aspects, attitudes towards communicating and socializing, and the frequency of using Arabic during the lesson. It indicates that students who had taken the preparatory year hold negative attitudes towards the use of L1 and that they tend to minimise the use of it in the classroom. Interestingly, it is observed that there are significant differences between students, whose parents were fluent in English, and students, whose parents were not, with questions relevant to attitudes towards feelings and the frequency of using Arabic during the lesson. It is revealed that students, whose parents are fluent in English, feel more satisfied and less guilty when using Arabic; furthermore they tend to use Arabic more in the classroom than students whose parents were not fluent in English.

4.2.2 Teachers' Questionnaire

4.2.2.1 Section one: Overall Views of the Role of L1

This section consists of two parts: firstly, general information about the teachers as discussed in (section 3.8); although it will be used here to find out whether there is any significant correlation with each theme. The general information or background such as age, teaching experience, highest qualification, etc. Secondly, overall ideas of the use of L1 in the classroom either by students or teachers will be presented. A comparison of the teachers' and students' answers will be made in section 4.2.3.

Table 4.28: Q.10 Which English language skill do you think the use of Arabic will help students the most?

Module	Count (N %)
Vocabulary	9 (50%)
Grammar	5 (27.8%)
Reading	2 (11.1%)
Writing	0
Listening	0
Speaking	2 (11.1%)
Total	18 (100%)

This section starts by looking at overall views about the use of Arabic in the English language classroom. Table 4.28 shows that 9 teachers (50%) selected 'vocabulary' and 5 (27.8%) 'Grammar', as potential classes for using Arabic, whereas two of them (11.1%) think that Arabic is helpful in 'speaking' and 'reading' classes.

Table 4.29: Teachers' overall Views about the Use of Arabic in Classroom

Question	Yes	No	Not Sure
	n (%)	n (%)	n (%)
Q.12 Do you think Arabic should be used in English language classroom?	7 (38.9%)	7 (38.9%)	4 (22.2%)
Q.13 Do you think teachers should know and understand the students' mother tongue?	10 (55.6%)	6 (33.3%)	2 (11.1%)
Q.15 Do you think using Arabic will hinder the students' acquisition of English if it is used by the teacher?	7 (38.9%)	11 (61.1%)	0 (0%)
Q.16 Do you think teachers should speak the students' mother tongue in the classroom?	3 (16.7%)	12 (66.7%)	3 (16.7%)
Q.17 Should the students use their mother tongue in the classroom?	2 (11.1%)	14 (77.8%)	2 (11.1%)
Q.18 Do you think students should be penalized if they use Arabic in the classroom?	3 (16.7%)	12 (66.7%)	3 (16.7%)

Generally, the majority of teachers think that they should know the students' mother tongue, yet without utilising it in the classroom as shown in Table 4.29. While students should not use their mother tongue in the classroom, they should not be penalized for this. For example, 10 teachers (55.6%) chose 'yes'; while 6 of them (33.3%) selected 'no' for Q.13 'Do you think teachers should know and understand the students' mother tongue?'. On the contrary, for Q.16 'do you think teachers should speak the students' mother tongue in the classroom?', 12 teachers (66.7%) selected 'no'; whereas 3 of them (16.7%) selected 'yes'. Similarly, the majority of participants (14 teachers, 77.8%) think that students should not use their mother tongue in the classroom as in Q.17.

There is no common agreement regarding the overall idea of using Arabic in the classroom regardless who is using it. Almost half of the teachers think that there are a few functions for which Arabic can be used during the lesson. 7 teachers (38.9%) chose 'yes' for Q.12 'Do you think Arabic should be used in English language classroom?' and the same number chose 'no'; while 4 of them (22.2%) were 'not sure'. This ambiguity could be driven by different reasons such as the absence of a policy of using Arabic in the department or it could be owed to the level of the students.

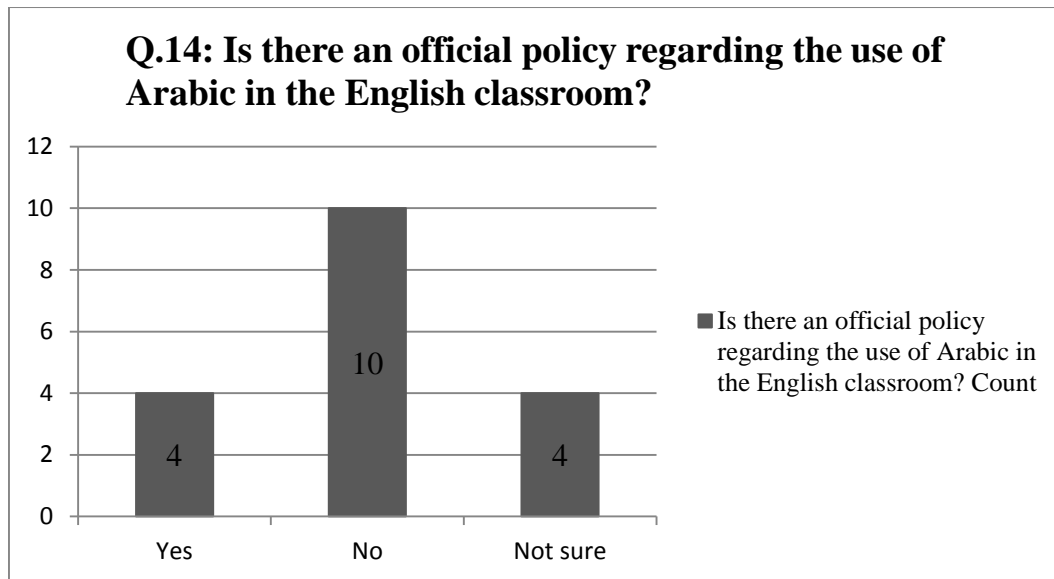


Figure 4.2: Official Policy of Using Arabic

In Figure 4.2, 10 teachers (55.6%) selected ‘no’ for Q.14 ‘Is there an official policy regarding the use of Arabic in the English classroom?’, and 4 teacher (22.2%) were not sure of it; while 4 of them (22.2%) chose ‘yes’. The policy, issue, will be discussed more in the interviews as the administrators (the senior administrator and the administrator in the English Department) with other teachers will asked specifically about this matter (see section 4.3.2.1).

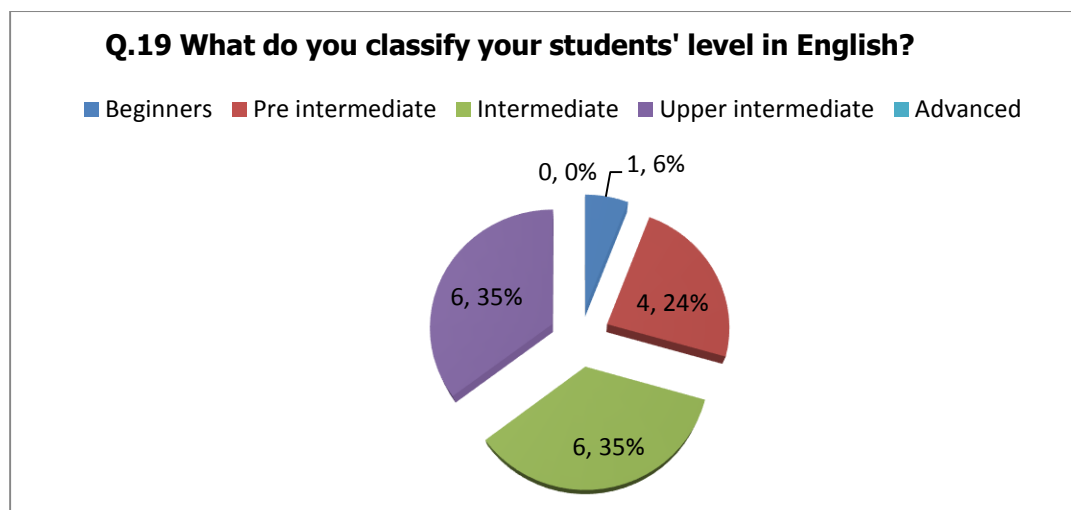


Figure 4.3: Students' Level

Teachers were also asked about the level of their students as reported in Figure 4.3. The majority of teachers classify the students in the department as relatively intermediate. Six teachers (35%) categorize their students as 'intermediate', the same number of teachers suggest that they are 'upper intermediate', and four teachers (24%) 'Pre-intermediate'; while one teacher claims that his students are 'beginners', and none of the teacher chose 'advanced'. This is also confirmed in section 3.3 as the textbook level is intermediate.

This section has therefore presented some background opinions by the teachers about L1 and their educational setting, showing their overall ideas of the use of L1 and whether there is a policy regarding the matter of using L1. It also shows how teachers evaluate their students' level in English as there is a strong relationship between the use of L1 and the level of students in the TL. As the sample is comparatively small, the results are useful to establish the views of the teachers in the same educational setting as the students rather than for any larger population of teachers and to compare with the views of the students themselves.

4.2.2.2 Section Two: Teachers' Attitudes

In section two, we turn to the teachers' attitudes, complementary to section 4.2.1.24.2.1.2 for the students. This will cover questions regarding their attitudes towards using Arabic in general, using Arabic by them and by their students. It will also look into their attitudes of using L1 towards certain functions such as to give instructions and to build a rapport with the students. The Likert scale is applied in this section, ranging from 1 – 5, where 1 = Strongly disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4 = Agree (A) and 5 = Strongly agree (SA).

A. Attitudes towards General Use of Arabic

Table 4.30: Attitudes towards General Use of Arabic in the Classroom

Statement		SD	D	NS	A	SA	M	SD
Q.35 Using Arabic is more effective in the English language classroom than avoiding it.	n	3	5	5	4	1	2.72	1.18
	%	16.7%	27.8%	27.8%	22.2%	5.6%		
Q.37 Using Arabic in the classroom is a matter of quality not quantity.	n	2	5	3	7	1	3.00	1.19
	%	11.1%	27.8%	16.7%	38.9%	5.6%		
Q.58 Both English and Arabic can be integrated during the lesson.	n	1	10	1	4	2	2.78	1.22
	%	5.6%	55.6%	5.6%	22.2%	11.1%		
Q.59 Arabic should be banned in the English language classroom.	n	2	6	2	7	1	2.94	1.21
	%	11.1%	33.3%	11.1%	38.9%	5.6%		
Q.62 Using Arabic in the classroom hinders fluency in English.	n	0	3	5	5	5	3.67	1.09
	%	0%	16.7%	27.8%	27.8%	27.8%		

We start with their general ideas about using L1. As shown in Table 4.30, the overall average is (2.78) which is very close to (3=not sure). Therefore, it is not significant at [p-value= .232 (> 0.05)]. The majority of teachers are against the use of Arabic in the classroom and think that it hinders the fluency of English; even though a number of them think that using Arabic is a matter of quality, not quantity. For example, Q.37 'Using Arabic in the classroom is a matter of quality not quantity.' 2 teachers (11.1%) strongly disagree and 5 (27.8%) disagree, 3 (16.7%) not sure; while 7 (38.9%) agree and 1 (5.6%) strongly agree with the statement. Nevertheless, 3 (16.7%) disagree, 5 (27.8%) not sure, 5 (27.8%) agree and 5 (27.8%) strongly agree with Q.62 'Using Arabic in the classroom hinders fluency in English'.

B. Attitudes towards Teachers' General Use of Arabic/English

Table 4.31: Attitudes towards Teacher' General Use of Arabic/English

Statement		SD	D	NS	A	SA	M	SD
Q.25 A good teacher uses Arabic inside the English language classroom.	n	9	4	4	1	0	1.83	0.99
	%	50.0%	22.2%	22.2%	5.6%	.0%		
Q.26 Avoiding Arabic in the English language classroom helps teachers to teach English better.	n	0	3	1	8	6	3.94	1.06
	%	.0%	16.7%	5.6%	44.4%	33.3%		
Q.38 Highly qualified teachers speak English exclusively in the classroom.	n	2	1	6	5	4	3.44	1.25
	%	11.1%	5.6%	33.3%	27.8%	22.2%		
Q.51 It is natural for a native Arabic-speaking teacher to use Arabic in the classroom.	n	0	4	7	6	1	3.22	0.88
	%	0%	22.2%	38.9%	33.3%	5.6%		
Q.53 Native English teachers should know Arabic when teaching Arabic students.	n	2	6	9	1	0	2.50	0.79
	%	11.1%	33.3%	50.0%	5.6%	0%		
Q.55 All English teachers from the department should use only English in the classroom.	n	0	0	5	4	9	4.22	0.88
	%	0%	0%	27.8%	22.2%	50.0%		

Table 4.31 looks at the teachers' use of English versus Arabic. A highly statistically significant result at [p-value=.001], the majority of teachers think that Arabic should be avoided during the lesson; however it seems there is no certainty to the statements related to the native teachers, whether Arab or English, as many of the participants 7 teachers (38.9%) and 9 (50%) respectively, are not sure about, Q.51 'It is natural for a native Arabic-speaking teacher to use Arabic in the classroom.', and Q.53 'Native English teachers should know Arabic when teaching Arabic students.'. However, the majority of teachers are against using Arabic, as it is clear in Q.55 'All English teachers from the department should use only English in the classroom.', 5 teachers (27.8%) not sure, 4 (22.2%) agree and 9 (50%) strongly agree, none of the teachers strongly disagree/disagree with the statement.

C. Attitudes towards Students' General Use of Arabic/English

Table 4.32: Attitudes towards Students' General Use of Arabic/English

Statement		SD	D	NS	A	SA	M	SD
Q.30 Students should use English all the time in the English language classroom.	n	0	1	3	3	11	4.33	0.97
	%	0%	5.6%	16.7%	16.7%	61.1%		
Q.33 Using Arabic aids comprehension greatly.	n	0	6	4	5	3	3.28	1.13
	%	0%	33.3%	22.2%	27.8%	16.7%		
Q.34 It is natural for a native Arabic-speaking student to use Arabic in the classroom.	n	1	2	3	10	2	3.56	1.04
	%	5.6%	11.1%	16.7%	55.6%	11.1%		
Q.50 To learn another language well, students should use that language all the time in the classroom.	n	0	1	2	5	10	4.33	0.91
	%	0%	5.6%	11.1%	27.8%	55.6%		
Q.56 All students should be allowed to use Arabic in the classroom.	n	4	8	2	3	1	2.39	1.20
	%	22.2%	44.4%	11.1%	16.7%	5.6%		

Table 4.32 looks at the teachers' attitudes towards students' use of English/Arabic. It is clear that teachers, on the whole, support the use of English in the classroom by students; on the other hand, a number of them support the use of Arabic as it aids comprehension greatly. In addition, they also agree it can be natural for a student to use his mother tongue. For example, in Q.33 'Using Arabic aids comprehension greatly.' 6 teachers (33.3%) disagree, 4 (22.2%) not sure, 5 (27.8%) agree and 3 (16.7%) strongly agree with it. However, one teacher (5.6%) disagree, 2 (11.1%) not sure, 5 (27.8%) agree and 10 (55.6%) strongly agree with Q.50 'To learn another language well, students should use that language all the time in the classroom'.

D. Attitudes towards Different Aspects of Language

Table 4.33: Attitudes towards Different Aspects of Language and the Use of Arabic/English

Statement		SD	D	NS	A	SA	M	SD
Q.29 Using Arabic helps students to understand difficult concepts better.	n	3	3	2	8	2	3.17	1.34
	%	16.7%	16.7%	11.1%	44.4%	11.1%		
Q.47 Using Arabic helps students to understand the new vocabulary item better.	n	1	4	6	7	0	3.06	0.94
	%	5.6%	22.2%	33.3%	38.9%	.0%		
Q.49 Students understand the grammar better when it is explained in English.	n	0	0	6	10	2	3.78	0.65
	%	0%	0%	33.3%	55.6%	11.1%		
Q.61 Difficult grammar points should be explained in Arabic.	n	2	10	1	5	0	2.50	1.04
	%	11.1%	55.6%	5.6%	27.8%	0%		
Q.63 The best way to present a new word is to give the English synonym for it.	n	0	1	1	10	6	4.17	0.79
	%	0%	5.6%	5.6%	55.6%	33.3%		

The next set of questions refers to the use of English or Arabic for various teaching activities. That the majority of teachers support the use of English in teaching and learning aspects such as grammar and vocabulary as an ideal way in teaching and learning a TL. Many of them, nevertheless, think that Arabic could be helpful to understand difficult concepts and, to some extent, to understand a new word. For example, Q.29 ‘Using Arabic helps students to understand difficult concepts better.’ 6 teachers (33.4%) strongly disagree/disagree, 2 (11.1%) not sure, 8 (44.4%) agree and 2 (11.1%) strongly agree with the statement. However, 2 teachers (11.1%) strongly disagree and 10 (55.6%) disagree, 1 (5.6%) not sure, and 5 (27.8) agree with Q.61 ‘Difficult grammar points should be explained in Arabic.’; similarly, with Q.63 ‘The best way to present a new word is to give the English synonym for it.’, one teacher (5.6%) agree, 1 (5.6%) not sure, and 10 (55.6%) agree and 6 (33.4%) strongly agree with the statement. Overall the results of the section are not significant as the average is 2.9 which is very close to (3=not sure) at [p-value=.204].

E. Attitudes towards Feelings When Using Arabic

Table 4.34: Attitudes towards Feelings When Using Arabic

Statement		SD	D	NS	A	SA	M	SD
Q.31 Using Arabic helps students to feel at ease and comfortable and less stressed.	n	0	5	5	6	2	3.28	1.02
	%	0%	27.8%	27.8%	33.3%	11.1%		
Q.44 I feel guilty when using Arabic in the classroom.	n	2	2	5	5	4	3.39	1.29
	%	11.1%	11.1%	27.8%	27.8%	22.2%		
Q.46 It is confusing to switch from one language to another during the lesson.	n	0	5	5	6	1	3.18	0.95
	%	0%	29.4%	29.4%	35.3%	5.9%		
Q.54 Using Arabic helps me enjoy the lesson.	n	1	8	5	3	1	2.72	1.02
	%	5.6%	44.4%	27.8%	16.7%	5.6%		
Q.57 Using Arabic helps me to feel satisfied with my teaching.	n	2	9	5	1	1	2.44	0.98
	%	11.1%	50.0%	27.8%	5.6%	5.6%		
Q.60 When I use Arabic, in the English language classroom, I feel I am doing something wrong.	n	2	2	4	8	2	3.33	1.19
	%	11.1%	11.1%	22.2%	44.4%	11.1%		

Turning to feelings about language, Table 4.34 shows more than half the teachers hold negative feelings associated with the use of Arabic; though they claim that these negative feelings do not apply to students when Arabic is used. For instance, in Q.31 ‘Using Arabic helps students to feel at ease and comfortable and less stressed.’ 5 teachers (27.8%) disagree, 5 (27.8%) not sure, 6 (33.3%) agree and 2 (11.1%) strongly agree with the statement. On the other hand, 4 teachers (22.2%) strongly agree/agree, 5 (27.8%) not sure, and 5 (27.8%) agree and 4 (22.2%) strongly agree with Q.44 ‘I feel guilty when using Arabic in the classroom’.

Moreover, there is a statistically significant difference between teachers’ ages at level of [$p < .05$ ($p = .048$, Pearson coefficient = $-.49$)]. Thus, there is an inverse relation between the teachers’ ages and their attitudes towards feelings when using Arabic; consequently older teachers hold more negative feelings towards the use of Arabic in the classroom.

F. Attitudes towards Management and Giving Instructions

Table 4.35: Attitudes towards Management and Giving Instructions

Statement		SD	D	NS	A	SA	M	SD
Q.32 When students work in pairs/groups, they tend to chat in Arabic.	n	0	3	3	7	4	3.71	1.05
	%	0%	17.6%	17.6%	41.2%	23.5%		
Q.43 Teachers should give important information, like homework, in English.	n	0	3	2	7	6	3.89	1.08
	%	0%	16.7%	11.1%	38.9%	33.3%		
Q.52 Teachers should give instructions about exercises in English.	n	0	0	2	7	9	4.39	0.70
	%	0%	0%	11.1%	38.9%	50.0%		
Q.65 In exams, it is important to give the instructions in Arabic.	n	1	10	4	3	0	2.50	0.86
	%	5.6%	55.6%	22.2%	16.7%	0%		
Q.66 Students should use only English when working together on a task in the classroom.	n	0	1	1	13	3	4.00	0.69
	%	0%	5.6%	5.6%	72.2%	16.7%		

The next set of questions concerned the teachers' management of the class and how they gave instructions. As seen in Table 4.35, the majority of teachers support the use of English, encouraging students to use only English while working together instead of chatting in Arabic. For example, in Q.32 'When students work in pairs/groups, they tend to chat in Arabic.' 3 teachers (17.6%) disagree, 3 (17.6%) not sure, 12 (64.7) agree/strongly agree with the statement. Yet, almost all of the teacher agreed with Q.52 'Teachers should give instructions about exercises in English.' In addition, in Q.65 'In exams, it is important to give the instructions in Arabic.' One teachers (5.6%) strongly disagree and 10 (55.6%) disagree, 4 (22.2%) not sure, and only 3 (16.7%) agree with the statement.

G. Attitudes towards Communicating and Socializing

Table 4.36: Attitudes towards Communicating and Socializing

Statement		SD	D	NS	A	SA	M	SD
Q.21 Students should express themselves only in English in the classroom.	n	0	1	1	2	14	4.61	0.85
	%	0%	5.6%	5.6%	11.1%	77.8%		
Q.22 Students may use Arabic for such purposes as telling jokes.	n	1	8	3	6	0	2.78	1.00
	%	5.6%	44.4%	16.7%	33.3%	0%		
Q.23 Students should feel free to use Arabic when complaining about the class.	n	4	6	3	4	0	2.41	1.12
	%	23.5%	35.3%	17.6%	23.5%	0%		
Q.24 Using Arabic helps the teacher and students to avoid communication breakdowns.	n	1	4	4	7	2	3.28	1.13
	%	5.6%	22.2%	22.2%	38.9%	11.1%		
Q.48 A teacher who uses only English in class is less approachable than one who uses Arabic more frequently.	n	3	5	4	6	0	2.72	1.13
	%	16.7%	27.8%	22.2%	33.3%	0%		

With regard to the teachers' attitudes towards communication and socializing, Table 4.36 shows a highly statistically significant result at $p\text{-value}=.007$ ($p < .01$) that a large number of teachers prefer only English in communicating with students, even if the students would like to talk about topics not related to the lesson or they are complaining about something related to the class. However, a number of teachers agree that Arabic could help in avoiding communication breakdowns between them and students. For instance, in Q.24 'Using Arabic helps the teacher and students to avoid communication breakdowns.' 1 teacher (5.6%) strongly disagree and 4 (22.2%) disagree, 4 (22.2%) not sure, and 7 (38.9%) agree and 2 (11.1%) strongly agree with the statement. Nonetheless, 4 teachers (23.5%) strongly disagree 6 (35.3%) disagree, 3 (17.6%) not sure, 4 (23.5%) agree with Q.23 'Students should feel free to use Arabic when complaining about the class.' In fact, 16 teachers (88.9%) agree/strongly agree with Q.21 'Students should express themselves only in English in the classroom.' Thus, the teachers feel that English should be the medium language even for social purposes.

H. Attitudes towards the Relationship between Proficiency Level and Creativity with Using Arabic/English

Table 4.37: Attitudes towards the Relationship between Proficiency Level and Creativity

Statement		SD	D	NS	A	SA	M	SD
Q.27 Students who speak Arabic in the classroom indicate less creativity.	n	1	3	2	9	3	3.56	1.15
	%	5.6%	16.7%	11.1%	50.0%	16.7%		
Q.28 Exclusive use of English is the best way to enhance students' English proficiency.	n	0	2	2	7	7	4.06	1.00
	%	0%	11.1%	11.1%	38.9%	38.9%		
Q.39 The use of Arabic by teachers is an indication of less creativity.	n	0	7	3	7	1	3.11	1.02
	%	0%	38.9%	16.7%	38.9%	5.6%		
Q.64 Using Arabic in the classroom depends on the English level of the students.	n	0	3	3	8	4	3.72	1.02
	%	0%	16.7%	16.7%	44.4%	22.2%		
Q.67 Students who speak Arabic inside the classroom have a low English proficiency level.	n	1	2	9	3	3	3.28	1.07
	%	5.6%	11.1%	50.0%	16.7%	16.7%		

So what do the teachers think about the link between use of one language or another and the students' proficiency and creativity? In Table 4.37, the overall average is (2.74) which is close to (3=not sure). Therefore it is not significant at [p-value=.095]. For example, Q.67 'Students who speak Arabic inside the classroom have a low English proficiency level.' 1 teacher (5.6%) strongly disagree and 2 (11.1%) disagree, 9 (50%) not sure, 6 (33.4%) agree/strongly agree with the statement. On the other hand, in Q.28 'Exclusive use of English is the best way to enhance students' English proficiency.', 2 teachers (11.1%) disagree, 2 (11.1%) not sure, 14 (77.8%) agree/strongly agree with the statement. In addition, 1 teacher (5.6%) strongly disagree and 3(16.7%) /disagree, 2 (11.1%) not sure, and 9 (50%) agree and 3 (16.7%) strongly agree with Q.27 'Students who speak Arabic in the classroom indicate less creativity.' In conclusion, looking at each statement, we find teachers feel that there is a link between low proficiency and creativity with the use of Arabic by students, though they are not sure if all students who use Arabic have low English proficiency level. The link of using Arabic and less creative teachers, unlike students, could not be the case.

Table 4.38: Differences between Participants' Attitudes according to their Qualification

Highest Academic Qualification	n	Mean Rank	P
Master's Degree	10	11.10	.043
PhD	7	6.00	

Table 4.38 summarises the results of the analysis' differences between teachers who hold PhD degrees and teachers with Master's degrees with the attitude about the relationship between proficiency level and creativity with using Arabic/English. By applying a *Mann-Whitney* test we find significant differences [at p-value= 0.043] and (mean rank Master's degree=11.10 vs PhD=6.00). This indicates that teachers who hold PhD degrees tend to think that there is no relationship between proficiency level and creativity with using Arabic either by teachers or students; while teachers holding Master's degree seem to think there is a relationship. ()

I. Attitudes towards Teaching Tactics

Table 4.39: Attitudes towards Teaching Tactics

Statement		SD	D	NS	A	SA	M	SD
Q.36 Using Arabic is less time consuming.	n	0	5	5	7	1	3.22	0.94
	%	0%	27.8%	27.8%	38.9%	5.6%		
Q.40 Teachers should use English to introduce new material.	n	1	2	4	5	6	3.72	1.23
	%	5.6%	11.1%	22.2%	27.8%	33.3%		
Q.41 Teachers should use Arabic to give suggestions on how to learn more effectively.	n	2	7	4	4	1	2.72	1.13
	%	11.1%	38.9%	22.2%	22.2%	5.6%		
Q.42 Teachers should consciously avoid the use of Arabic during lessons.	n	0	2	3	6	7	4.00	1.03
	%	0%	11.1%	16.7%	33.3%	38.9%		
Q.45 Explaining a difficult word in Arabic will save time.	n	1	1	6	7	3	3.56	1.04
	%	5.6%	5.6%	33.3%	38.9%	16.7%		

The choice of which language to use also goes with particular tactics that the teacher may use in the classroom; some may go better with L1, some not. A majority of teachers, as shown in Table 4.39, support the use of English for introducing new materials or giving suggestions on how to learn more effectively, even if using Arabic could save time according to their answers. For example, Q.40 ‘Teachers should use English to introduce new material.’ 1 teacher (5.6%) strongly disagree and 2 (11.1%) disagree, 4 (22.2%) not sure, and 5 (27.8%) agree and 6 (33.3%) strongly agree with the statement. However, 2 teachers (11.1%) strongly disagree/disagree, 6 (33.3%) not sure, 7 (37.9%) agree and 3 (16.7%) strongly agree with Q.45 ‘Explaining a difficult word in Arabic will save time.’

4.2.2.3 Section Three: Teachers' Reported Use of Arabic

This section is about teachers' reported use of Arabic in the classroom. We will discuss here a couple of areas which are related to their use of Arabic in situations such as: explaining different aspects of language, teaching tactics, management and giving instructions, and communication and socializing.

A. Explaining Different Aspects of Language

Table 4.40: Explaining Different Aspects of Language

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.68 I use English to explain difficult concepts.	n	4	10	3	1	0	2.06	0.80
	%	22.2%	55.6%	16.7%	5.6%	.0%		
Q.78 I use Arabic to define new vocabulary items.	n	0	2	5	7	4	3.72	0.96
	%	.0%	11.1%	27.8%	38.9%	22.2%		
Q.79 I use English to explain the relationship between English and Arabic.	n	4	5	5	3	1	2.56	1.20
	%	22.2%	27.8%	27.8%	16.7%	5.6%		
Q.80 I use Arabic to explain difficult grammar points.	n	0	0	5	9	4	3.94	0.73
	%	.0%	.0%	27.8%	50.0%	22.2%		
Q.88 I use English synonyms to explain difficult vocabulary.	n	7	7	4	0	0	1.83	0.79
	%	38.9%	38.9%	22.2%	.0%	.0%		

Explanation of aspects of language is used in many, if not all classrooms; but do the different aspects require different languages? A highly statistically significant result at [p-value=.001] indicates in Table 4.40. English is reported to be used by the majority of the teachers to explain different language aspects; although they use Arabic, to some extent, to clarify difficult grammar points and to introduce new words. For instance, 7 teachers (38.9%) selected always, 7 (38.9%) often, 4 (22.2%) sometimes, none of them chose rarely and never with Q.88 'I use English synonyms to explain difficult vocabulary'; while, in Q.78 'I use Arabic to define new vocabulary items.' none of teachers selected always, 2 (11.1%) often, 5 (27.8%) sometimes, 3 (16.7%) rarely and 4 (22.2%) never. Furthermore, none of the teachers selected always and often, 5 (27.8%) sometimes, 9 (50%) rarely and 4 (22.2%) never with Q.80 'I use Arabic to explain difficult grammar points.' Hence it is clear that English dominates in such a function, yet to explain difficult grammar points and new words Arabic, it is used rarely.

B. Teaching Tactics

Table 4.41: Teaching Tactics

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.69 I use English to introduce new material.	n	7	8	2	0	1	1.89	1.02
	%	38.9%	44.4%	11.1%	0%	5.6%		
Q.73 I use Arabic to give suggestions on how to learn more effectively.	n	0	0	6	6	6	4.00	0.84
	%	0%	0%	33.3%	33.3%	33.3%		
Q.75 I use Arabic to check for comprehension.	n	0	1	5	7	5	3.89	0.90
	%	0%	5.6%	27.8%	38.9%	27.8%		
Q.81 I use Arabic more with lower level students.	n	1	0	8	7	2	3.50	0.92
	%	5.6%	0%	44.4%	38.9%	11.1%		
Q.82 I use Arabic in order to save time.	n	0	2	5	5	6	3.83	1.04
	%	0%	11.1%	27.8%	27.8%	33.3%		
Q.83 I consciously avoid the use of Arabic during lessons.	n	8	5	5	0	0	1.83	0.86
	%	44.4%	27.8%	27.8%	0%	0%		

We now turn to what teachers report about their use of Arabic in teaching tactics throughout the lesson. Table 4.41 shows that the majority of teachers resort to English to introduce new materials, however, in other tactics such as providing suggestions on how to learn effectively, checking comprehension, teaching low level students and saving time, Arabic is used (sometimes-rarely). For example, 7 teachers (38.9%) chose always, 8 (44.4%) often, 2 (11.1%) sometimes, none of them selected rarely, 1 (5.6%) never with Q.69 'I use English to introduce new material'. However, in Q.81 'I use Arabic more with lower level students', 1 teachers (5.6%) selected always, 0 (0%) often, 8 (44.4%) sometimes, 7 (38.9%) rarely, 5 (27.8%) never. Also, 2 teachers (11.1%) selected often, 5 (27.8%) sometimes, 5 (27.8%) rarely, 6 (33.3%) never with Q.82 'I use Arabic in order to save time'. Moreover, in order to check comprehension, the majority of teachers (12, 66.7%) chose (rarely-sometimes).

Table 4.42: Differences between Participants' Attitudes according to their Qualification

Highest Academic Qualification	n	Mean Rank	P
Master's Degree	10	6.85	.033
PhD	7	12.07	

Table 4.42 indicates that there is differences between teachers who hold PhD degrees and teachers with Master's degrees with the use of Arabic in order to check comprehension and/or save time. Significant differences are observed from a *Mann-Whitney* test [at p-value= 0.33] and (mean rank Master's degree=6.85 vs PhD=12.07). This indicates that teachers who hold Master's degrees resort to Arabic (sometimes) more than teachers who have PhD degree (rarely) in such a situation.

C. Management and Giving Instructions

Table 4.43: Management and Giving Instructions

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.70 I use Arabic to manage students' behaviour.	n	0	3	4	8	3	3.61	0.98
	%	0%	16.7%	22.2%	44.4%	16.7%		
Q.72 I use English for assessment details and class outlines.	n	6	9	1	1	0	1.82	0.81
	%	35.3%	52.9%	5.9%	5.9%	0%		
Q.74 I use English to give instructions about exercises or homework.	n	9	6	2	0	1	1.78	1.06
	%	50.0%	33.3%	11.1%	0%	5.6%		
Q.77 I use English to carry out small-group work.	n	6	7	3	1	1	2.11	1.32
	%	33.3%	38.9%	16.7%	5.6%	5.6%		
Q.84 In exams, I give the instructions in Arabic.	n	0	2	2	5	9	4.17	1.04
	%	0%	11.1%	11.1%	27.8%	50.0%		

The set of questions here concerns teachers' reports of using Arabic in management and giving instructions. Clearly, Table 4.43 reveals the highly statistically significant result at [p-value=.001] that the majority of teachers use English to give instructions and management; even though the tolerance of using Arabic advocated in functions such as managing students' behaviour. For instance, in Q.74 'I use English to give instructions about exercises or homework.' 9 teachers (50%) selected always, 6 (33.3%) often, 2 (11.1%) sometimes, 0 (0%) rarely, 1 (5.6%) never.

Table 4.44: Differences between Participants' Reports of Using Arabic according to their L1

First Language	n	Mean Rank	P
Arabic	13	7.31	.003
English	5	15.20	

Table 4.44 indicates that there is a highly significant difference between Arab teachers and non-Arab teachers over resorting to Arabic at [p-value= 0.03] and (mean rank Arab teachers=7.31 vs none-Arab teachers=15.20) according to the *Mann-Whitney* test. This points out that Arab teachers claim to use Arabic (sometimes) in management and giving instructions more than non-Arab teachers, who use Arabic (rarely –never) in such situations.

D. Communication and Socializing

Table 4.45: Communication and Socializing

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.71 I use English to tell jokes to students.	n	3	8	7	0	0	2.22	0.73
	%	16.7%	44.4%	38.9%	0%	0%		
Q.76 I use Arabic to praise students in order to motivate them.	n	0	0	4	6	7	4.18	0.81
	%	0%	0%	23.5%	35.3%	41.2%		
Q.85 I use humorous Arabic expressions when I want to 'entertain' my students.	n	1	2	7	7	1	3.28	0.96
	%	5.6%	11.1%	38.9%	38.9%	5.6%		
Q.86 I allow students to use Arabic while discussing topics related to everyday matters.	n	0	1	6	6	5	3.83	0.92
	%	0%	5.6%	33.3%	33.3%	27.8%		
Q.87 I use Arabic to help students feel more comfortable and confident.	n	0	0	6	7	5	3.94	0.80
	%	0%	0%	33.3%	38.9%	27.8%		

To communicate and socialize with students, Table 4.45 shows that the majority of teachers use Arabic and allow students to use Arabic, to a degree, in communication and for emotional purposes; however, they use English if they want to tell jokes in the classroom. For example, none of the teachers selected always or often, 4 (23.5%) sometimes, 6 (35.3%) rarely, 7 (41.2%) never with Q.76 'I use Arabic to praise students in order to motivate them'; while 1 teacher (5.6%) chose always, 2 (11.1%) often, 7 (38.9%) sometimes, 7 (38.9%) rarely, with Q.85 'I use humorous Arabic expressions when I want to 'entertain' my students'; although, in Q.71 'I use English to tell jokes to students', 3 teachers (16.7%) selected always, 8 (44.4%) often, 7 (38.9%) sometimes, 0 (0%) rarely and never.

Table 4.46: Differences between Participants' Reports of Using Arabic according to their L1

First Language	n	Mean Rank	P
Arabic	13	7.77	.026
English	5	14.00	

By running a *Mann-Whitney* test,

Table 4.46 shows that there is a significant difference between Arab teachers and non-Arab teachers in using Arabic in communication and socializing at [p-value= .026] and (mean rank Arab teacher=7.77 vs mean rank non-Arab teachers=14.00). Therefore, Arab teachers use Arabic more often (sometimes) than non-Arab teachers (rarely-never) in socializing and communicating in such as topic not related to the lesson.

4.2.2.4 Section Four: The Reported Frequency of Arabic

This section turns to the questions of how often teachers think Arabic is used. Again, the scale here is frequency from 1–5, where 1= Always, 2=Often, 3=Sometimes, 4=Rarely, and 5= Never, as this section is looking to the amount of Arabic in the classroom.

Table 4.47: The Frequency of Arabic during the Lesson

Statement		Always	Often	Sometimes	Rarely	Never	M	SD
Q.89 How often do you think Arabic should be used in the classroom?	n	0	0	2	13	3	4.06	0.54
	%	.0%	.0%	11.1%	72.2%	16.7%		
Q.90 How often do you actually use Arabic in the classroom?	n	0	0	3	14	1	3.89	0.47
	%	0%	0%	16.7%	77.8%	5.6%		
Q.91 How often do you think teachers should use Arabic in the classroom that is most helpful to students in learning English?	n	0	0	5	12	1	3.78	0.55
	%	0%	0%	27.8%	66.7%	5.6%		
Q.92 How often do students use Arabic in the classroom?	n	1	1	11	4	1	3.17	0.86
	%	5.6%	5.6%	61.1%	22.2%	5.6%		
Q.93 How often do you think that students should use Arabic in the classroom?	n	0	0	5	7	6	4.06	0.80
	%	0%	0%	27.8%	38.9%	33.3%		
Q.94 How often do you use Arabic to explain different aspects of language?	n	0	0	4	11	3	3.94	0.64
	%	0%	0%	22.2%	61.1%	16.7%		
Q.95 How often do you use Arabic to organize the classroom?	n	0	0	1	7	10	4.50	0.62
	%	0%	0%	5.6%	38.9%	55.6%		

How much of the time do teachers report students' and their use of Arabic in the classroom? Furthermore, what is the ideal amount they think Arabic should be used in the classroom? As seen in Table 4.47 the majority of teachers, a highly statistically significant result at [p-value=.001], selected *rarely* for the amount of Arabic that should be used by teachers and students, and their actual use of Arabic during the lesson; still more than half of them chose *never* for the amount of Arabic in organising the classroom. Furthermore, the majority of them selected *sometimes* for the amount of actual use of Arabic by students during the lesson. For example, 13 teachers (72.2%) and 14 (77.8%), selected *rarely* for the amount of Arabic that should be used by them, their actual use and the amount that should be used by students. For the students' amount of Arabic, 7 teachers (38.9%) chose *rarely*, 6 (33.3%) *never* for Q.93 'how often do you think that students should use Arabic in the classroom'; whereas 11 teachers (61.1%) chose *sometimes* for Q.92 'How often

do students use Arabic in the classroom?’ Nevertheless, For Q.94 ‘How often do you use Arabic to explain different aspects of language?’ none of the teachers selected *always* and *often*, 4 teachers (22.2%) selected *sometimes*, 11(61.1%) *rarely*, 3 (16.7%) *never*.

4.2.2.5 Summary of the Teachers' Results

Teachers generally do not prefer the use of L1 even if there is not a policy regarding the use of L1 in the department. Although, in limited situations teachers claim that it may help, for instance in grammar and vocabulary lessons. They also think that if L1 is used in justified situations, it may hinder the fluency in the TL. Teachers prefer their intermediate students to use TL; yet they should not be penalized if they resort to their mother tongue. Even though teachers disagree with use of the students' MT in the classroom; the majority of them think that they should know it and understand it.

Teachers' attitudes towards the use of L1 is considered negative, as mentioned above, for different functions such as explaining different language aspects, giving instructions, organising the classroom, communicating and social purposes; even though they think that using L1 could contribute to aiding comprehension greatly, understanding difficult concepts, explaining a new word, avoiding communication breakdowns between them and students and it could save time. Moreover, they claim that there is a connection between less creativity and the use of L1 by the teacher; although they think it is normal that students use their MT in the classroom as they do it constantly when working in groups. They link the use of L1 with a low proficiency level and less creativity; yet this does not mean that every students who use Arabic has low proficiency in English and is less creative. Teachers are not only against the use of L1; but also they feel that they are doing something wrong when they resort to the students' native language.

In addition, for their actual use of L1 teachers again stick with the TL for different functions; although they may tolerate L1 in situations as the following:

- Clarifying difficult grammar points. [Q80]
- Introducing new words. [Q78]
- Checking comprehension. [Q75]
- Providing suggestions to learn more effectively. [Q73]
- Managing students' behaviour. [Q70]
- For communication and emotional purposes e.g. praising and referring to humorous Arabic expressions. [Q87]

The use of Arabic, however, is not always for the sake of language learning but also for other reasons, for example, using MT with lower level students, saving time, or allowing students, sometimes, to use Arabic for social purpose in order to motivate them and aid their confidence.

In the frequency of using Arabic during the lesson, the majority of teachers' selections were rarely (see Table 4.47). Teachers utilize L1 and think that L1 should be used rarely either by them or students. However, students seem to use L1 sometimes in ways that mirror the teachers' answers. Explicitly, teachers tend to use Arabic in order to explain different aspects of language like clarifying difficult grammar points and introducing new vocabulary.

Throughout the themes in the questionnaire, a number of significant differences occur between teachers' attitudes or reporting use of Arabic and factors such as academic qualification or their mother tongue. There are, for example, significant differences between teachers' attitudes towards the relationship between proficiency level and creativity and their teaching tactics, as PhD degree holders seem to think that there is no relationship between proficiency levels and creativity with using Arabic, either by teachers or students; whereas Master's degree holders seem to not be sure about it; besides PhD-qualified teachers rarely use the L1 in function such as teaching tactics; while Master degree teachers are more likely to utilize it. In addition, significant differences were observed between Arab teachers and non-Arab teachers or native English speaking teachers who use Arabic in situations such as class management and giving instructions, and communication and socializing. Obviously, Arab teachers claim to resort to Arabic more than the non-Arab teachers in such functions.

As we have a small number of teachers that applies to a particular group, connected to the students involved in the study, not to teachers in general. Therefore a comparison between their answers and students' answers will be elaborated in the next section.

4.2.3 Comparison between Students' and Teachers Answers

When looking at the two questionnaires in general, we can see clearly that both teachers and students hold moderately negative views about the use of L1, see Table 4.2 and Table 4.29. In the attitudes section, we find that students and teachers agree to minimise L1 in general. However, students, as a rule, were not sure if L1 could be helpful in teaching different language aspects such as new vocabulary, difficult concepts or grammar points; while teachers preferred English, to some extent, they thought that Arabic could be beneficial to explain difficult concepts and to introduce new words. Even though both teachers and students tend to think that using Arabic is a negative thing to do, they both agreed that using Arabic puts students at ease and comfortable, and they will feel less stressed, helps both teachers and students to avoid communication breakdowns, depends on the English level of the students, saves time and aids comprehension greatly. They also agreed that using Arabic is natural for a native Arabic students, yet those who speak it in the classroom could have a low proficiency level in English.

For the reported use of Arabic, both teachers and students use Arabic for language aspects such as grammar and vocabulary. Also, they both report the overuse of Arabic during group work. Teachers' reported use of Arabic were mostly for social and emotional purposes such as praising students, telling humorous Arabic expressions, and allowing students to discuss topics not related to the lesson. Among other functions, students also preferred their teachers to use Arabic in order to praise them and to say humorous Arabic expressions.

Regarding the frequency of using Arabic in the classroom, both teachers and students think that Arabic should be used *rarely* in the classroom, however students chose *sometimes* about Q.98 'How often do you think teachers should use Arabic in the classroom that is most helpful to students in learning English?'. However, teacher reported they use Arabic *rarely* to explain different aspects of language, while students reported *sometimes*. Moreover, teachers claim they use Arabic *rarely-never* to organize the classroom, while students reported *sometimes*.

4.2.4 Observation Quantitative Analysis

This supplementary data could give an idea about the number of turns to Arabic in the classroom by teachers. Furthermore to introduce the reader to the next section which will discuss the observations explicitly, yet from the qualitative angle. These data are based on my observations during the lessons; however it is partial as I will discuss it in detail in the qualitative section (4.3.1.). This sample includes native English speaking teachers, Arab teachers, and Arab teachers who are described as English native-like. It also embraces speaking, vocabulary and grammar classes; besides preparatory students' classes and non- preparatory students' classes in order to give a representative data of the observation. This technique of analysing the observation in quantitative scheme is obtained from Neil (1997). Table 4.48 below illustrates information of the teachers e.g. their MT, lesson, and whether the students in each class had taken the preparatory year or not.

Table 4.48: Information about the Teachers and the Classes

Teacher	Mother Tongue	Class	Preparatory Year
T1	English	Vocabulary	No
T2	English	Speaking	No
T3	Arabic (Native-like in English)	Vocabulary	Yes
T4	Arabic (Native-like in English)	Speaking	Yes
T5	Arabic	Grammar	Yes
T10	English	Vocabulary	Yes
T11	Arabic	Grammar	No
T12	Arabic	Grammar	No

Table 4.49 below shows that the highest use of Arabic was by the Arab teachers (English native-like) (mean= 2.28), the Arab ones (mean= 1.40), English native speaking teachers (mean= 0.63) respectively.

Table 4.49, also, reveals that Arabic contributes mostly in functions such as discipline (mean= 3.88), translating or asking for translation (mean= 3.63), informal talk (mean= 3.38) respectively. Throughout all classroom observations, we can find

that Arabic, to a degree, is more used with students who had not taken the preparatory year. As teachers think that their level in English is higher, see section 4.3.2.1. Furthermore, preparatory year students held more negative attitudes towards the use of L1, see Table 4.7,

Table 4.11, Table 4.16, and Table 4.26.

Table 4.49: Results of Number of Turns to Arabic

Teachers Functions	T1	T2	T3	T4	T5	T10	T11	T12	Functions' Mean
Instructions	0	0	1	1	0	0	4	1	0.88
Clarification	0	1	0	2	0	0	0	1	0.5
Discipline	0	0	2	10	10	0	6	3	3.88
Talking One to One	0	0	1	0	2	0	0	4	0.88
Praising	0	0	0	1	0	0	0	0	0.13
Correcting Errors	0	0	1	1	0	0	1	0	0.375
Feedback	0	0	0	0	0	0	0	0	0
Confirming	0	0	4	2	2	0	0	2	1.25
Translating/Asking for translating	0	0	10	9	5	4	1	0	3.63
Teacher Doesn't Know	0	0	0	0	0	0	0	1	0.13
L2 Culture	0	0	0	0	0	0	0	0	0
Language Awareness	1	0	5	0	0	0	0	0	0.75
Grammar Explanation	0	0	2	0	1	0	2	1	0.75
Filler	2	0	1	13	0	0	1	2	2.38
Greetings	1	4	0	0	2	5	4	3	2.38
Informal Talk	7	5	2	5	1	0	7	0	3.38
Teachers' Mean	0.69	0.63	1.81	2.75	1.44	0.56	1.63	1.13	1.33

4.3 Qualitative Data

This section presents the results related to the classroom observations and students' and teachers' interviews. As mentioned in (section 3.5.2 and 3.5.3), the data will be allocated according to its theme. The first section introduces the classroom observations, the second section students' interviews, and the third one is the teachers' and administrators' interviews. Regarding the classroom observation, the concentration will be on the teachers, for various reasons, as teachers are the centre of teaching in the current context; according to Vassall-Fall (2011). The lecture-approach is considered one of the popular approaches in the region, also being unable to record, made the task more difficult especially when students were chatting in groups. However, there will be an overall description of the use of Arabic by students when they were working in pairs/groups and a vivid report for their use of Arabic when they communicated with the teacher on a one-to-one bases.

4.3.1 Classroom Observation

As mentioned in (section 3.9), to protect the identity of participants pseudonyms were used for their names. Moreover, each classroom observation profile was listed in the same section in chapter three explicitly. I conducted 13 observations (lessons) for eight teachers (three English native speaker teachers, two Arab teacher; yet they are considered English native-like and three Arab teachers). The objective was to attend speaking, vocabulary and grammar classes, so mainly I observed most teachers twice as they taught, e.g. vocabulary and grammar classes. The length for each lesson was about 100 minutes so the total observation is approximately 1300 minutes.

4.3.1.1 Giving Instructions

In general teachers seldom gave instructions regarding the task or related to learning English in Arabic. For example, in extract 1, the teacher (T5) was explaining the way of doing the exercise.

Extract 1

طبعاً هذا التمرين إعادة نفس حل التمرين السابق، والغاية من هذا التمرين

T5: (Indeed, the solution of the exercise is the same as the previous exercise. The objective of this exercise is....)

In another example, T4 was visiting each group to clarify the task in Arabic, students were divided into groups and each group was given a task, as seen in extract 2. The topic was ‘advertising’, and they were doing a listening task, listening to commercials, and they had to decide if the speaker was: asking a question, giving a solution to a problem, giving a dramatic fact or statistics or telling an anecdote in order to identify attention-grabbing language. In addition, the teacher directed a student in a group to continue the task. When moving to the next task which concerned vocabulary, he told the students as in extract 2c.

Extract 2

- a. T4: حل المشكلة (Solve the problem.)
- b. T4: نأخذ بعض المفردات (Let’s take some of the vocabularies.)
- c. T4: كمل لو سمحت (Continue please.)

4.3.1.2 Classroom Management and Discipline

One of the popular functions that Arabic is more involved in is discipline. For example, in extract 3a, a student’s cell phone rang; so T12 asked in Arabic: Whose cell phone is ringing? This was another way to say turn off your mobile. Also, in the same class, two students, at different times, came in late and the teacher said to them: Do not be late again (see extract 3b).

Extract 3

- a. T12: من هو جواله شغال؟ (Whose cell phone is ringing?)
- b. T12: لا تتأخر مرة ثانية (Don’t be late again.)

In extract 4a, T4 was asking the students if they have the textbook or not. Also, in the same class, a student was reading a passage and his voice was low, T4 asked him to raise his voice, as shown in extract 4b, so the whole class could be able to hear him.

Extract 4

- a. T4: مين معاه الكتاب؟ (Who has the book?)
- b. T4: علّ صوتك (Raise your voice.)

Another example shown in extract 5b, a teacher (T5) found the room hot and asked whether the air conditioner was working or not, a student told him it was not, so he

asked the students to find another room. Moreover, T5, in the same class, asked students to be quicker when answering his questions as seen in extract 5c. In addition, during the lesson, he told the students who came in late to remind him at the end of the lesson to take their attendance (tick their names to show they attended this class as the absent students were marked absent, which is mandatory in the university).

Extract 5

- a. T5: يا شباب اللي جاي متأخر يذكرني أحضره قبل لا أمشي (guys who came in late; remind me at the end of the lesson to take their attendance before I leave.)
- b. T5: نروح ندور غرفة ثانية، (Is the air-conditioner on?) شغال المكيف؟ (Let's go and find another room).
- c. T5: خليكم سريعين في الإجابة. (Be faster when you answer.)

4.3.1.3 Translation

Another main function of using Arabic is translation and asking for translation. For instance, T4 was explaining a picture followed by a passage in English and translated so many words that it seemed he was code switching spontaneously. For example in extract 6a the teacher was describing the picture and going into details as stated in extract 6c and 6d. In addition, he asked about the translation of *paint*, as shown in extract 6b; he gave the translation when the other students did not know the answer.

Extract 6

- a. T4: الصورة في حديقة بمدينة نيويورك (The picture is a park in New York City.)
- b. T4: معناها دهان (It means paint.)
- c. T4: وقت الذروة (Rush hour)
- d. T4: زحام (Crowded)

Similarly T3 was translating and asking for translation as if it was a habit. He asked the students to give the translation of the words and to pick students who knew the translations to the answers as seen in in extract 7.

Extract 7

1. T3: What is the meaning of speed camera?
2. S: ساهر (Speed camera)
3. T3: Auditors?

4. S: مراجعين (Auditors)
5. T3: Accounts?
6. S: محاسبين (Accounts)
7. T3: Agency?
8. S: وكالة (Agency)
9. T3: Debt collector?
10. S: ديون محصل (Debt collector)

Translation was also found in native English speaking teachers' classes. T10 was asking students the translation of a great number of words; even though the class was doing speaking, not vocabulary (see extract 8)

Extract 8

1. T10: What is the meaning of toaster?
2. S: حمّاصة (Toaster)
3. T10: What is the meaning of damage?
4. S: ضرر (Damage)
5. T10: What is location?
6. S: مكان (Location)
7. T10: What is description?
8. S: وصف (Description)
9. T10: What is the meaning of directions?
10. S: اتجاهات (Directions)
11. T10: What is body language?
12. S: لغة الإشارة (Body Language)
13. T10: What is the meaning of hobbies?
14. S: هوايات (Hobbies)
15. T10: What is art?
16. S: فن (Art)
17. T10: What is else?
18. S: شيء آخر (Something Else)
19. T10: What is important?
20. S: مهم (Important)
21. T10: What is the meaning of skills?
22. S: مهارات (Skills)
23. T10: What is boring?
24. S: ممل (Boring)
25. T10: What is paying attention?
26. S: انتباه (Attention)
27. T10: What is story?
28. S: قصة (Story)
29. T10: What is the meaning of events?
30. S: أحداث (Events)
31. T10: What is life?
32. S: حياة (Life)
33. T10: What is pilot?
34. S: طيار (Pilot)

4.3.1.4 Explaining Grammar Points

In extract 9, the teacher (T3) was explaining the use of ‘currently’ in a sentence, as he gave two examples in Arabic, and asked the student to figure out which sentence was right.

Extract 9

T3: هل نقول: أنا ألعب الآن أو أنا ألعب الآن؟
(Do we say: I am currently playing or I am playing currently?)

Another example of explaining the countable and uncountable nouns is showed below in extract 10. T4 was resorting to Arabic in order to make sure that his students understood the difference between an uncountable noun and a countable noun, and how it is used with the verb to be and in questions.

Extract 10

T4: كل هذه الكلمات تجعل الجملة معدودة إذا أضفناها لغير المعدود
(All of these words change the uncountable noun countable “cub, loaf” when they are added to uncountable).

نستخدم are مع المعدود ولا يصلح مع غير المعدود
(We use are for countable and it doesn’t come with uncountable.)

كيف تُقاس الكميات طيب في حال الاسئلة؟ كيف ندخل much, many مع كلمة بيتزا وهي غير معدود بينما many تشير للمعدود و much تشير لغير المعدود
(How do we measure nouns? In questions, with how, we use much, many, with the word pizza as uncountable noun, while many indicates countable and much used with uncountable).

4.3.1.5 Informal Talk

This function is considered one of the most common functions during the observations. I found it in almost every class I attended. It was among all of the teachers, Arab teachers and non-Arab teachers. Teachers, at the beginning or at the end of lesson, had a small chat with the students about topics not related to the lesson. The teacher usually talks to all of the students; however, teachers may sometimes choose to speak to one student. For instance, T4 was talking about one of the shops that have a lot of locations around the country, i.e. Subway (a fast-food restaurant), as shown in extract 11.

Extract 11

T4: شكل فروعها كثيرة (It looks like it has many branches)

Another example, at the beginning of the class, the teacher was asking a student, while the rest of the students were listening, about the obvious absence of students that day. He enquired if there were football matches going on at the same time as the class, and if that was why so many students had not come to class (see extract 12).

Extract 12

T4: ما فيه، ليش ما فيه عدد اليوم؟ (Why there are a few students today?), مباريات الصباح؟ (Are there football matches this morning?)

Moreover, teachers occasionally spoke to some students one to one and the rest of the class was not listening. In this case, teachers were primarily reprimanding the students for coming late or asking a student to come to the office after the class. For example, in extract 13, T5 was asking a student why he was late. Then he warned him that he had been absent a lot. Moreover, T12, as shown in extract 12, was asking a couple of students to come to his office in order to get a copy of the new version of the text book required for the class (Grammar 3, Mosaic 1).

Extract 13

T5: وراك تأخرت (Why are you late?), واجد غيابك (You have been absent a lot.)

Extract 14

T12: تفضلو معي للمكتب عشان أعطيكم نسخة من الكتاب (Come to my office so that I can give you copies of the book.)

However, Arabic greetings were always used at the beginning of the class by all teachers; also teachers returned students' Arabic greetings in Arabic. For instance, T2 greeted the students once he entered the class by saying *peace be upon you*, which is considered the equivalent to "hello", "hi" in English (see extract 15). This is the Islamic greeting and the response to it is *peace be upon you*, e.g. in extract 16, T10 responded to a student who came late and greeted him when he entered the class, as shown in extract 16.

Extract 15

T2: السلام عليكم (Peace be upon you.)

Extract 16

T10: و عليكم السلام (Peace be upon you.)

Indeed, there are other ways of greeting in Arabic and they were also used by a teacher, yet it was noticed once. Although, I observed a fair usage of Arabic for social/emotional purposes; it is believed that teachers might avoid that due to my attendance in the classroom.

4.3.1.6 Confirming, Correcting Oral Mistakes and Giving Feedback

Teachers were confirming answers in two ways: by saying in Arabic, *ok*, *right*, or *exactly* when students answer the questions or confirm if they had understood the lesson by asking if it was clear (see extracts 17, 18); another way of confirming, as shown in extracts 19, 20 was to repeat the students' translation of words or phrases to confirm that the translation was correct. For example, in extract 20, T3 was asking about the meaning of the word *metaphor*, students gave the answer and the teacher repeated that answer and added another word which was closer to the meaning of *metaphor*.

Extract 17

- a. T12: صح (Right);
b. T12: طيب (Okay k)

Extract 18

- a. T5: مزبوط (Exactly)
b. T5: واضح؟ (Clear?)

Extract 19

- T4: What is the translation of lanes?
Students: مسارات (Lanes)
T4: صحيح؛ مسارات (Right lanes)

Extract 20

- T3: This is a metaphor, what is the meaning of metaphor?
Student: كناية (Metaphor)
T3: كناية (Metaphor) or استعارة (another synonym for the word metaphor.)

For correcting oral errors, there was not many resorting to Arabic in this matter as teachers corrected them straight away in English. A couple of examples were observed as shown in extracts 21 and 22. In extract 22, T4 was correcting the pronunciation of a student who pronounced the "I" in children as a long vowel like in child.

Extract 21

T3: قرض (A loan)

Extract 22

Student: children /tʃʌɪldrən/ (as in child /tʃʌɪld/)

T4: "تفيلدرن" غير صحيح، "تʃʌɪldrən" (children /tʃʌɪldrən/ is not correct, children /'tʃɪldrən/)

Another example of giving feedback or criticizing the students was made by a teacher (T11) who was upset at the students for many reasons. Students seemed not to be active during class as the lesson was about 'grammar'; also many students did not have their books with them, so the teacher finished the class early and started to criticize them for their lack of participation and forgetting their books, as shown in extract 23.

Extract 23

T11:

سنكتفي بهذا اليوم، تحرّموا تكسلوا تاني، صوروا الكتاب، كسفتوني أما الضيف
(We will finish for now, don't be lazy again. Copy the book; you embarrassed me today in front of the guest.) 'Who was me!'

4.3.1.7 Praising

Praising students' performance in MT was considered one of the shared functions between native Arab and English speaking teachers; although Arabic was seldom used in this function. For instance, T1, in extract 24a, praised a student who answered the question correct in Arabic 'excellent!' In extract 24b, T1 used an Islamic Arabic expression which literally means, Allah has willed it. However, depending on the context this expression refers to different meanings. In this context, the teacher showed his appreciation and praise for the right answer that a student gave. Moreover, T1 repeated the phrase four times during the lesson for the same

reasons; also I observed this expression by T10 and T11. Another example in extract 25, as T5 said ‘well done’ several times throughout the lesson in order to praise students who answered his questions correctly.

Extract 24

- a. T1: ممتاز (Excellent)
- b. T1: ماشاء الله (Allah has willed it.)

Extract 25

T5: أحسنت (Well done!)

4.3.1.8 Language Awareness

A teacher using this function was trying to explain that sometimes we have several words for an object in MT but one word in TL. For example, as shown in extract 26, T3 listed five Arabic words for the word ‘camel’. Those Arabic words refer to the gender and names of different ages of the camel, for instance (ناقة) is a female camel and a baby camel is called (حوار) in Arabic.

Extract 26

T3: حوار - ناقة - بعير - حاشي - جمل (Camel)

In addition, the teacher in the same class referred to other languages such as Spanish and Latin to provide the root of two words or equivalents, as seen in extract 27. After providing the root of certain words from other languages, which was not related directly to the lesson, T3 said to his students: that teacher should be like a “physician” (طبيب) ready for everything (see extract 28).

Extract 27

T3: Vedere (see) in Latin and seve is (run) in Spanish.

Extract 28

T3: A teacher should be like a ‘طبيب’ (physician) ready for everything.

4.3.1.9 Lack of Knowledge

It is difficult to prove that the teacher could not answer due to the lack of the knowledge. However, according to Macaro's checklist (1997) who stated 'when, in your judgment, the teacher did not know the L2 phrase or word'; therefore I noticed a few occasions when the teacher did not know the English meaning either because it does not exist in the English dictionary or perhaps the teacher did not prepare himself for the lesson or he simply did not know. For example, in extract 29a, T12 brought up the word (عنبر) by which he meant 'sperm whale' as he was talking about ambergris (an eastern perfume) that is obtained as lumps from the sperm whale's digestive system.

Another example, during the grammar lesson, T12 was explaining different pronouns, which appeared mainly as part of the sentence; while in Arabic, T12 continued, there is pronoun (مستتر), he meant hidden pronoun, pro-drop, which does not occur in written and spoken Arabic (see extract 29b).

Extract 29

- a. T12: عنبر (Sperm whale)
- b. T12: مستتر (Hidden pronoun)

4.3.1.10 Gap-Filler

Dörnyei (1995:58) defines lexical gap filler as 'using filling words or gambits to fill pauses and to gain time to think'. In this case what is meant by filler is a word or a phrase, not a sound, such as 'indeed'. It is difficult to determine that this word or that could be filler or not; however, I consider word/phrase filler when it is repeated more than once. In addition, I validated it also when it was mentioned throughout the interviews. The fillers are divided into two sections: personal filler and Islamic filler, which are phrases related to Islamic contextual, however when they are said in irrelevant setting they can be considered filler.

- *Islamic Filler*

I noticed four fillers that were repeated by different teachers such as 'Allah willing', 'praise to Allah', 'I seek forgiveness from Allah' and 'Allah has willed'. For example, in extract 30, T11 forgot to bring the hand-outs of the

lesson with him, so he told the students that he would bring them with him next time ‘Allah willing’.

Extract 30

T11: Next time I’ll bring the hand-outs ‘إن شاء الله’ (Allah willing)

In extract 31, the lesson was about transportation and T4 was giving examples about different kinds of transportations such as trains, then that teacher asked cynically, ‘When are we going to have trains?’ (As railway lines projects, either between cities or inside cities, e.g. underground and metro, are considered one of the delayed projects in the country).

Extract 31

T4: When do you think we will have trains?

S: We will see trains after 10 years.

T4: إن شاء الله قبل (If Allah wills before) ten years.

The teacher (T1) was carrying out a speaking exercise about marriage, separation and divorce. One of the exercises was discussing the reasons of separation or divorce. In the exercise ‘cheated on’ was one of the reasons, so he mentioned it and immediately said (أستغفر الله), ‘may Allah forgive me’, as shown in extract 32, as he was religiously disapproving or condemning it

Extract 32

T1: أستغفر الله (I seek forgiveness from Allah.)

• **Personal Filler**

Another observation of what I thought was personal filler. For example, in extract 33b, T4 was replying to students or bringing out the word (طبعاً) repeatedly, which means ‘indeed’ throughout the lesson. In addition, T1, as shown in extract 34a, was saying (يعني), which means ‘it means’ or ‘meaning’, as he explained more vocabulary or was clarifying more, and the word ‘meaning’ was occasionally repeated in this context. In extract 35, T5 was repeating this question phrase (صح ولا لا؟) ‘right/correct or not?’ in order to confirm the understanding from the students as they replied (صح) ‘right’ or nodded as a sign that it was understood.

Extract 33

- a. T4: طيب (Ok)
b. T4: طبعاً (Indeed)

Extract 34

- a. T1: يعني (Meaning)
b. T1: خلاص (Ok)

Extract 35

- T5: صح ولا لا؟ (Right/correct or not?)
Student: صح (Right)

4.3.1.11 Students' Use of Arabic

As mentioned above, the classroom is considered teacher-centred as the teacher talks basically and the students may have the chance to participate when asking or answering questions or in pair/group work. Another difficulty I was confronted with was trying to listen to the students while they were discussing in groups. However, I wrote down what I could pick up, and I will give a general description concerning group work. Other uses of Arabic were also reported such as interacting with the teacher. The use of Arabic by students could be categorized into three functions: group work, answering questions and speaking to their teachers.

• **Group Work**

Students used Arabic most of the time when they were put in groups by the teacher. I was listening to Arabic words/phrase/sentences coming from almost every group. Students were talking about topics not related to the lesson, like telling jokes or talking about a football match. In addition, students asked each other about the task or possibly about a meaning of a word in the exercise. Speaking in Arabic during group work happened on many occasions during my observations. The teachers, T1, T2, T4, T11 and T12, encouraged them to use English but it was out of their control. T2 said to them: 'Please discuss in English because this is Speaking 3. If it's Speaking 1 or 2, it's ok to speak in Arabic. So, stick to English please.' as he was referring that their level was 3, not beginners; however, the students continued the discussion in Arabic. For example, in T3's class (vocabulary), a student in a certain group was asking his peer about the translation of the word 'trail', as seen in extract 36. In extract 37, the students seemed to chat about football as the student told his

peer that he loved football, which was not related to the task. In extract 38, another student in a group work in T5' class asked his peer to give him some sweets. As mentioned, the majority of students were chatting during the group work, and often the group work last up to 15 minutes which means 15 minutes of basically chatting in Arabic.

Extract 36

S1: Trial (Trial! What does it mean?)
S2: آثار أقدام (Trial)

Extract 37

S: أموت في الكورة (I am into football.)

Extract 38

Student to his peer: عطني حلاو (Give me some candy.)

• *Answering Questions*

Students in this function were mostly providing translations for difficult/new words asked by their teachers. For instance, T1 was mentioning some words and the students were translating instantly, as shown in extract 39. Another teacher (T4) was asking about different objects or events that appear in a picture, stories in a building and a traffic jam (see extract 40).

Extract 39

T1: Goods?
S: أغراض (Goods)
T1: Block?
S: حجر (Block)
T1: Square?
S: مربع (Square)

Extract 40

T4 is pointing to the pictures asking the students: What do you see?

S: A building
T4: This building is a six-storey building, what is storey here?
S: أدوار (Stories)
T4: what else?
S: Traffic Jam.
T4: What traffic jam means?

S: زحمة سير (Traffic Jam)

- *Speaking to/with the Teacher*

Speaking to the teacher occurred in three ways: students mainly asking their teachers to confirm a meaning or to translate a word in Arabic, complaining and talking informally. Asking the teacher to confirm a meaning was mostly used in this function, see extract 41, the student was making sure about the meaning of 'cooperation'.

Extract 41

S: يعني تعاون؟ (It means cooperation?)

T4: Yes.

Also another example in T10' class, which was (speaking) and the topic was: On a College Campus. They came across the word *into*, like I am into playing tennis. So, a student wanted to distinguish between *into* and *love*, as shown in extract 42.

However, a teacher (T1) refused to give the translation of the word 'emotional' in Arabic as a student asked him to do so.

Extract 42

S: Into VS love which one is 'أكثر' (more)?

After finishing the lesson, the teacher (T11) asked the students if they had any questions. A student, as illustrated in extract 43, asked him in Arabic if they need to photocopy from the book.

Extract 43

S: هل نطبع الكتاب؟ (Do we photocopy from the book?)

However, there were other usages of Arabic by students but it was obviously as the previous functions. For example, a student in T4's class was complaining about the temperature of the room as it was hot and the air-conditioner was not working.

Extract 44

S: من الساعة ثمان وحننا هنا (We are here since 8 o'clock.)

Also, students talked with the teacher informally about topics not related directly to the lesson, e.g. asking a teacher in Arabic when to come to his office. A student in extract 45 was asking the teacher (T5) to search for the Head of the Department to inform him about the air-conditioning being broken, so he could find them another room as a head of the department.

Extract 45

S: أسنآذ س ممكن ءقفة أروح أءور رئفس القسم لأنه عفر موجود فف مكآبه
(Teacher T5: May I go for a minute to look for the Head of the Department as he is not in his office.)

I also noticed that the students used electronic dictionaries and bilingual dictionaries and they wrote down Arabic explanation in their text books. They were encouraged to do that by their teachers. In fact, T1 encouraged his students to have a personal dictionary as it could explain the words that they came across in English and Arabic. I asked couple of students to hand me their hand-outs and books and I found them to contain a lot of Arabic translations. I wrote down the Arabic translations that I came across in their notes, books or hand-outs such as *lie in*, *bathing*, *housework*, *punishment*, *slides*...etc.

4.3.2 Interviews

This section concerns teachers' opinions about using L1, e.g. functions, policy, students' interaction and also students' views about their use of MT and their teachers' resorting to Arabic. As mentioned in (section 3.5.3), I conducted 16 interviews: seven students, seven teachers and two administrators. All of the interviews were face to face and audio recorded; and then transcribed. The duration of the interviews were between 20-45 minutes. As discussed the interview data will be analysed according to its theme.

4.3.2.1 Teachers' Interview

Mainly, teachers who participated in the classroom observations were interviewed. Also, teachers who had different background such as T6, who spoke three languages fluently and T7, whose MT is neither English nor Arabic, were interviewed in order to make sure that all of the participants are represented in the study. In addition, the administrator in the Department (T8) and the the senior administrator in Teachers College (T9) participated, who also taught in the English Department, in order to grasp their views about the use of L1 in the classroom in general and, in particularly, the policy of it in the college/department. Table 4.1, shows the teachers who participated in the interview, their MT, and qualifications.

Table 4.50: Teacher and Administrator Participants (interview)

Teacher	Mother Tongue	Qualification
T1	English	Master's
T2	English	Master's
T3	Arabic/English	PhD
T4	Arabic/English	Master's
T5	Arabic	Master's
T6	Arabic/English/French	PhD
T7	Urdu	PhD
T8	Arabic	PhD
T9	Arabic	PhD.

- *Views of Using L1 in the Classroom*

Teachers had different views on the use of L1, but they generally agreed with minimising it. However, we find extreme opinions in using and avoiding L1. They typically agreed that that English (TL) should be the dominating language in the classroom. Non-Arab teachers' views were more flexible with the use of L1; while the administrator in the Department and the senior administrator were stricter with the use of L1. For instance, when I asked T8 about teachers who used L1 he replied 'cynically' ('I will fire him'). Furthermore, the senior administrator said that Arabic should be excluded totally from the classroom. Similarly, T3 said that using L1 is considered negative;

'We should create a target language atmosphere where the target language is the means of communication and ensures that students become dependent on that language.'

On the other hand, T7 disagrees with the idea of excluding L1 and he said,

'The mother tongue does not in any way hamper the growth of foreign language. In fact, the richer the mother tongue is the better growth of foreign language becomes.'

In addition, he said that he uses Arabic sometimes, although his Arabic is not that good. However, T6 said that using or avoiding L1 is not the case but to what extent a teacher should use L1, 'it is not a black and white issue'. Some teachers were for minimising L1; nevertheless they cannot guarantee controlling the situation as students will depend on it as they said. They also affirmed that the use of L1 depends largely on the level of the student. For example, T1 said that 'once you start talking in Arabic it will start increasing and almost half of the class will become Arabic. It is a very dangerous technique I think. I use Arabic once in a blue moon'. T1 added that even though using L2 most of the time is difficult for students, they still like it. However, he and others assumed that L1 could be a facilitative tool during the lesson as the main goal is to understand the lesson and Arabic, as a small learning tool, could contribute to achieve the goal of the lesson. All of the teachers who considered L1 as facilitative associated it with the level of students; they also cautioned against overusing it in the classroom as this is the teacher's responsibility, e.g. T6 said 'the extensive use of Arabic can lead to confusion and laziness in using the target language'.

- ***The Use of L1 and Explaining Vocabulary***

One of the functions that teachers mainly resort to L1 for is to clarify difficult or new vocabulary. For example, T6 said that he uses Arabic with difficult concepts, terminologies and technical words, e.g. ‘the term “language policy”, so you explain to them this terminology in Arabic and say (سياسة اللغة), also “curriculum theory”, the word ‘curriculum’ is very confusing even in English’. Most of the teachers confirmed that L1 should not be the first option to explain a word. For instance, T1 said ‘if everything fails, after two or three times, I will use translation.’; similarly, T4 said the translation should not be introduced immediately but after giving synonyms and putting the word in sentences, and then if everything fails I, T4, may provide the meaning in Arabic. He added ‘and then after they know the meaning I will ask them to give the meaning in English to make sure that there is connection between the two languages’. The administrator, however, went so far to say ‘I give them thirteen ways, and you have to choose as a teacher, choose two, three, four ways to give the meaning. We know that among these ways is translation, but don't make it the first choice, you have to try different ways, such as drawing, miming, acting, showing pictures’. He claimed that the easiest way is to give the translation of a word but it is the easiest way to forget. However, I found a couple of non-Arab teachers resorting to Arabic by getting students to provide the translation. T7 said ‘but some difficult words in which I try to explain in English and I fail; to save time I am slightly bilingual and give the meaning for difficult words, expressions in Arabic’. Similarly, T1 stated that he sometimes uses Arabic for individual words, not sentences, 10-15 words as maximum in one lesson. He added, ‘If I do not know the Arabic meaning, I will ask a student to tell us what it means. Usually there will be a student who has good translation skills in the class’.

- ***The Use of L1 and Giving Instructions***

Only a few teachers supported the use of L1 to give instructions, or even discussing it in such a function. However, T3 and T5 said that L1 may help the students when discussing their homework and what needs to be done. Also, T1 affirmed the importance of using L1 to clarify some instructions in exams. He said that ‘sometimes you have examinations where if a student misunderstands something it will be a big problem, instructions not questions’.

The Use of L1 and Clarifying Grammar Points

Teachers claimed that in rare situations, they use L1 to explain grammar rules. For example, T1 and T3 said that they may explain grammatical constructions; yet not often. Nevertheless, T5 said that to keep students active in grammar lessons they need to understand and this could be done with using L1. T4 said that L1 could interfere in such a situation and that it should not be the first step. He said, ‘In explaining new grammar, the first step would be not to use Arabic. I try to give another example, try to put it in another sentence, try to explain a similar situation that they might be closer to their understanding, and most of the time that works. If at that point, it still does not work, I might give an example but not the meaning in Arabic and see if they can give me the meaning in English. And if everything stops, I might give just the meaning in Arabic without any examples’.

- *The Use of L1 and Social Purposes*

On the whole, teachers use L1 with topics not related to the lesson, or in other words, informal talk. T1 and T2 occasionally would use L1 for social purposes, especially in the beginner classes; while T6 said it depends on the situation and he said, ‘It is good to not only be a teacher of English, but a friend within the group talking about our experiences. However when it is a matter of teaching a lesson, then this where we have to use English’. T5 reported that he would resort to Arabic when talking about current events especially sports. He said, ‘We try to discuss with them- sport events- in English, and we sometimes use Arabic. It is fine to do so because the student is shifting between the two languages and mixing them’. T4, however, claimed that these kinds of topics- sport matches- motivated students to speak in English as they are talking about things that interest them. He said, ‘Especially if it is a match or a team they like, and you ask them to talk in English, then everyone is ready to talk, because everyone wants to state his opinion about his team. So, if you tell them to speak in English, they will, even if they make mistakes, because they want to share information about their team or the match, and speak in English’. T9 affirmed that, even for social purposes, English should be the means of communication. He also claimed that ‘honestly sometimes I say jokes and I say that in English’.

- *The Use of L1 and Saving Time*

One of the reasons for using L1 that teachers mentioned occasionally during the interviews was saving time. T2 said, ‘You may need to speed up the initial stages and you cannot really spend ten minutes explaining and trying to get a meaning across when you need to move to the main task. In this situation I would really just use the Arabic and move on’. T1 gave an example for how he could save time by giving the translation immediately, ‘Sometimes I have to save time. For example a word like ‘shark’ and the students are beginners and do not know the word, if I draw a shark or act it, it will take 10-15 seconds, but if I just say “QERSH” (قرش) boom! I save a lot of time’. T7, similarly, considered saving time a priority sometimes, and knowing the Arabic word for a difficult term or expression and providing it is a good idea.

- *Teachers’ Opinions about Teachers Who Use L1*

Most teachers did not assume that a teacher who uses L1 was considered inefficient; although they believed that overusing it could be problematic. For instance, T1 said that the teacher who only uses L1 to explain difficult concepts needs more training. He went so far as to describe a teacher who does that in EFL class as a ‘failure’; even though he considered using L1 in other English classes acceptable, e.g. applied linguistics, language and culture or psycholinguistics...etc., because they contain many difficult concepts. However, T2 and T7 said it would be fine to use L1 in the TL classroom; also, T3 said that it is tolerated to depend on Arabic when explaining in limited situations; although excessive use of Arabic indicates poor communicative skills and ‘a sign of a lack of creativity in teaching’. Moreover, T9 considered lack of creativity in a teacher if he is resorting to Arabic due to his weakness in English; but if he is using L1 according to a methodical or scientific justification this would be fine. In contrast, T4 and T5 thought that the use of L1 does not mean that the teacher is less creative. T4 reported, ‘You can be as creative as you want, but if they do not understand you, you are wasting your efforts. Because you are doing this work and trying to be creative and you are using the computer and using the projector and everything, but the students finally still do not know what you are saying. I am not saying using Arabic 24/7, but in certain situations’.

- ***The Use of L1 and the Feeling of Guilt***

Teachers essentially said that they do not feel guilty when they use Arabic for different reasons. T4 and T5 said that L1 is crucial for communication with students to make sure that the message is conveyed; T7 said that Arabic is used very rarely in his class e.g. only to shed light on difficult expressions and words. In addition, T6 said that I should not feel guilty ‘because when I use it, I know why I am using it. Remember when you teach, you have a pre-planned lesson in your mind, and everything you planned should be implemented. So, using some Arabic might be in line with your objectives. If you know that just one student understands and the others are not, using Arabic is a good idea to draw their attention’. However, T1 and T2 admitted that they felt guilty when using Arabic inappropriately. For instance, T1 said ‘I go on with a bad guilt conscience, especially if I use a lot of Arabic then I feel guilty. I feel I am not doing my job and I feel bad’.

- ***The Policy of Using L1 in the Institution***

Obviously, the policy issue in using/avoiding L1 seems to be vague and not clear for most of the teachers and officials. The following answers of whether there is a policy or not to show the ambiguity of this issue:

T7: ‘Indirectly we are told not to use Arabic; nothing is written. Behind our minds we know it is not expected from us to use Arabic in the class’.

T2: ‘There is not a policy in the department, as far as I understand, it is flexible. They discourage the use of Arabic, however there is no written policy, they do not mind it when you use Arabic sometimes’.

T3: ‘When you enter the department there is a sign, “It is an English only zone”. The policy is kind of an ethical understanding, not written and it is everywhere that I have taught’.

T5: ‘I have not seen or heard anything. I thought that there was a policy when I started teaching here. But later, I discovered that there is no policy just different point of views’.

T4: ‘I heard lots of teachers say you must not use it, but I have not heard anything official. I know a lot of language teaching places where they actually prefer that you only use English, nothing else. Here no one is told that there is a policy. Also, I see other teachers using Arabic sometimes’.

T6: ‘I have not seen a written policy but I know from our meetings, staff meeting, that we should be using English’.

Clearly, teachers were not sure about the policy of using L1 in the classroom, therefore asking the officials (the administrator in the Department and the senior administrator) was crucial to this matter. T8 said that the policy is verbal, not written and ‘the main objective of the department is to produce teachers, not translators nor authors. The teacher must be capable to deliver information’.

T9, the administrator, said that when we hire teachers we expect them to avoid using Arabic. So, I asked him a direct question whether there is an existing policy regarding the use of L1 or not. He replied,

‘Something written, I don't think so, but I think we have to keep this in mind since this is an English Department, I know the current Head of English Department put on the main door, “It is an English only zone,” and after this point you are not allowed to speak Arabic, which is good I believe’.

- ***The Use of L1 and the Level of Students***

The students in the department are basically divided into two groups: students who had taken the preparatory year and those who had not. The teachers believed that students who took the preparatory year were better in English. According to the administrator in the Department, ‘I asked my colleagues about their impressions regarding the students of the Preparatory Year; they said that they are better by 50% to 60 %’). However, teachers, generally, thought that the majority of students in the department were intermediate or pre-intermediate. In addition, they associated the use of L1 with the level of students. For example T3, who experienced teaching students in lower levels, said,

‘When I was teaching that level, they could not read, they could not speak, communication was completely zero and I used more Arabic than I ever thought I would. Arabic, in that class, was a way to build communication; yet I am against using Arabic with upper intermediate and higher, in principle’.

In addition, T4, T5 and T6 affirmed that using L1 depends basically on the level of the students, T6 said that

‘I am not against using another language in the classroom, I am against using it with upper levels (post intermediate – upper intermediate – advanced); but with pre-intermediate, I do not know how can you explain certain things, especially concepts like, for example, I am teaching them Research Methods

and Applied linguistics, I don't know how can they understand that if they don't even understand plain English, simple English, like - I am going to the shop, I'm doing this, etc. - they are not able to understand it'

In fact, one of the teachers, who graduated from the same college, said that when he was a student, teachers had used L1 due to the size of the class, as the number of students used to be more, and especially in beginner levels. However, a teacher said that even with beginners, teachers could use different techniques to deliver their ideas, e.g. T1 said ('with beginners like the ones here, I can get my concept through without any Arabic').

Apparently, there seemed to be an agreement that students who took the preparatory year were better in English; and the students who only experienced the six years of learning English were generally lower than them. It was essential to investigate this view and discuss it to find out if it was relevant to the use of L1 or not. The administrator in the Department, who agreed with this view, said that 'the difference between them and us is that the preparatory year has terms and conditions; they signed a contract with institutions to teach English, and one of their terms is to select native speakers so the students know that they do not and cannot speak Arabic'; while students 'have a bit of hope; the students feel that they can make the instructors speak Arabic'. T5 also said that the English output of the six years (intermediate and secondary schools) was very weak and could not fulfil the needs because students were exposed to English about 2-4 hours per week, and it was not enough; thus we could notice that those students had linguistic problems, which was not the case with preparatory students. T5 continued that in the college you can find lower students and advanced students in one class; whereas in the preparatory year, students take a placement test, and accordingly they are divided into levels. Eventually, a number of teachers and the administrator in the Department thought that preparatory year students were better in English because they were taught by native English speaking teachers and they were exposed more to English, as they believed that there was not a place for Arabic in the classes there. This information was confirmed by a teacher who was teaching there as he said that 'the administration in the preparatory year is strict on not using Arabic in the classroom, but there is no official policy. However, I translated certain words in Arabic during an observation of one of the administrator; yet he did not pick up on this'.

Furthermore, students who had taken the preparatory year confirmed this view, as shown in their interview, see section 4.3.2.2.

- ***Dealing with Students When They Use L1***

Students are mostly discouraged to use Arabic; even though some teachers could allow it for asking questions in limited situations. Strictly, teachers said that they never penalized students for using their mother tongue. For instance, T2 said ‘I do not punish them, this is their mother tongue and naturally they will resort to that. It is just a recommendation and advice; I will tell them stick to English’; similarly T3 replied to my question of whether he penalized a student for using MT, ‘No, I ignore what they say and I look to the other side. I do not punish but I do not encourage them’. However, T4 criticized the teacher as his task was to increase students’ talking time, and therefore, they were not using English. ‘I consider this as a quality of a bad teacher’. T6 also affirmed that students should not be blamed, ‘I am against using punishment especially in languages. That is a very bad thing to do. You cannot punish somebody for using their mother tongue. There should be a motivation towards that, if they are not motivated do not punish them. At the end of the day, you have to punish somebody who didn’t teach them proper English’. T6 thought that the students were ‘victims’ of a series of bad educational system. He had advised his students to go and start learning English in private colleges to enhance their English skills. T9 dealt with students using L1 by dividing them into groups/pairs and asked them to communicate in English. However, this technique seemed to be a motivation for them to use Arabic instead of English. T6 stated that students, when working in pairs/groups, ‘speak Arabic no matter what you are trying to do’. This could be due to their anxiety, as T3 said ‘when you see how desperate they are, you will know that Arabic should be used to some extent’. Therefore, T6 said that teachers should allow students to use Arabic if they need to express their feelings or to complain about something.

- ***The Optimal Amount of L1 in the Classroom***

The main reason behind asking the question about the amount of Arabic in the classroom was to find out if there was consensus about using L2, especially since there were extreme views about the use of L1 in the classroom. I found out that they

do not think that a total exclusion of L1 was possible. For instance, T1 said that ‘100% English is impossible for me, I use Arabic once in a blue moon, maybe two or three words in the whole class. Moreover, T2, T3, T4 and T5 said that 10-20% would be acceptable; depending on the situation or lesson, e.g. T2 proposed 10%, as an optimal amount of Arabic during the lesson as it could be useful in clarifying complicated grammar rules. T3, also, said ‘I barely use 20% of Arabic to explain some meanings, because they completely fail to understand the vocabulary and sentences’. Other teachers suggested that at the beginning of the semester, teachers may use L1 often, but they should allow more space for L2 as the course continues. T9, for instance, said that ‘I say to students, who are going to be teachers, the first week you can use 80% Arabic and 20% English; however, by the end of the semester, this percentage has to be upside down, 80% in English and 20% in Arabic’. T9, however, recommended the same technique with students in the department; when they should reach a point, like at the end of the semester, where English is used exclusively in the classroom. Similarly, T8 and T3 said that the amount of Arabic could be more at the beginning of the semester and at the end of the semester Arabic should be between 1-5%.

4.3.2.2 Students' Interview

Seven students who participated in the interview were primarily chosen according to their previous stage, whether they had taken the preparatory year or not. Also, the interviewees have had different experiences in learning English before joining the university, for example, studying in a private school that introduced English from primary school, growing up abroad in an English speaking country, or joining private institutions to improve their English. Also, one of the participants was doing an internship semester⁶. The age of the interviewee, moreover, varied (20-24).

There was a consensus among students about their bad experiences in learning English in intermediate and secondary schools. For instance, S1 said that six years in schools without benefitting any real outcomes in English, 'So, you can say that the first real stage of learning English was when I started learning the basics in university'. Also, three students who had taken the preparatory year thought that they had benefited from it; although one of them believed that the teachers there were not professional enough. For example, S3, who had experienced another university's preparatory year, thought that the teachers in the previous university were qualified professional native English speaking teachers; while the teachers in the preparatory year here, 'are native speakers; yet they are not experienced in educating'. Even though some of the students had a few unsuccessful experiences with native English speaking teachers, they still preferred them over Arab teachers.

However, the use of Arabic was minimised in the preparatory year due to the strict control of the administration, according to the interviewees. For instance, S7 said that 'in the preparatory year, some of the Arab teachers used 97% English; yet here, it ranged from 85% to 90 %'.

- *Students' Views of Using L1*

It is crucial to seek students' opinions of using L1 for two reasons: they are a part of the L2 classroom and teachers' use of L1 depends mostly on them as they confirmed in their interviews. The students were also going to be English teachers in the near future, thus we may have some hints about whether L1 could be a learning tool in the

⁶Students spend the entire second semester of the senior year, level four, performing a teaching practice in intermediate or secondary schools, supervised by one of the teachers in the department, who has a TESOL background.

classroom or not. Students held contradictory ideas about using L1; and they thought what they believed about L1 conflicted with their practice, as students, in the classroom. For example, S1 said ‘I believe that using English alone is the right thing during lessons; yet quite honestly, I use Arabic’. Similarly, S2 affirmed that he failed to understand one of the lessons because the teacher did not resort to Arabic at all; although he thought that the teacher did the right thing. Therefore, S4 suggested that Arabic should be involved when there is a difficult concept or to introduce new materials. In addition, S5 associated the motivation and interaction of students with using Arabic. He said that students are active and interact with the teacher when he resorted to Arabic; whereas they were passive and bored when the teacher totally avoided Arabic. However, S7 thought that the use of Arabic was ‘a big mistake’; he said that ‘I tried it - avoiding Arabic - and I learned in a month more than what I learned during the six years in the public schools and in the 3 months course’. In addition, S2, S3 and S4 suggested disadvantages in using L1 such as using it with advanced learners; and them relying on it every so often. Yet, most of the interviewees said that using Arabic is crucial with low level students and in certain situations, e.g. explaining difficult words.

Students, therefore, said that using Arabic will be necessary when they teach in primary, intermediate or secondary schools as the level of students in English is considered as beginner. S2 said it is important to resort to Arabic especially when teaching grammar. S1 also said that since English is compulsory in schools, he will most likely find a number of students not interested in learning English, so the only way to draw their attention is to use Arabic. Interestingly, one of the students was in the final semester, an internship semester, teaching English in an intermediate school. S5 allowed his students to use Arabic and he, himself, used it, almost with every phrase and sentence, and the supervisor was encouraging him to do that. He said,

‘I allow them to use Arabic because they are in the first grade of the intermediate school; they do not have a background in English. So, I am forced to use Arabic. For example, if I say: “Write the question.” I translate it into Arabic. If I say: “Answer the question.” I ask: “What is the meaning of “answer the question?”’, and if no one knows it, I ask a student whether he knows it or not, to tell them the meaning’.

S5 said that he also tells some jokes and gives the instructions in Arabic, especially in exams; e.g. 'I gave out the answer sheets, then I asked them [in Arabic] to turn the papers over'. S5, however, admitted if the supervisor attends, the amount of Arabic decreases, but it is still considered high.

- ***Students' Reported Use of L1***

Since students are not the centre of the teaching process inside the classroom and the majority of the talking is done by teachers; I will focus on three situations that I found students were involved in during the observation. The three functions are: asking questions, working in pairs/groups and talking with the teacher at the beginning/end of the lesson about topics not related to the lesson.

Regarding asking questions, or seeking help, S1, S2, S4 and S5 said that they rarely used Arabic to ask a question, if the teacher understands Arabic. S2 said he sometimes preferred to be silent over making a possible embarrassment of himself if he asks in Arabic. On the other hand, S3, S6 and S7 would never consider Arabic as an option when they ask questions.

All of the interviewees said they always/often use Arabic when they are in groups or pairs. Furthermore, S1 stated that any interaction with his peers is always in Arabic even if he is 'asking for a pen'.

In addition, students said that they use Arabic when speaking informally with each other or with the teacher, if he is Arab. S2 asserted that 'the teacher sometimes, when we finish our lesson, sits and talks to us in Arabic'.

However, S3 said if the teacher cannot understand us, we talk informally with him in English, about every day matters or topics. S5, said he always speaks in English in such a function, either with the teacher or with his peers.

- ***Students' Preferences in how Teacher Use L1***

Students' preferences of teachers' using L1 vary from one student to another. For example, in explaining new or difficult words some students favoured English to

explain a new vocabulary, e.g. synonyms; however Arabic could be used as a final option. S2 liked it when a native English speaking teacher tried different techniques to explain a word; he'd used Google translation and showed the translation on the board. S7 said that 'if it gets to extent that it could not be explained, he might give the explanation in Arabic and put an end to it'. Some students said that Arabic would be useful as a first option to provide a meaning. S2 thought that Arabic was helpful in such a function; he said 'I prefer him to use Arabic; it should be used with new words and difficult ones with all levels'. One student suggested a technique for teachers, who do not know any Arabic, is to ask a student to translate the term/word and carry on the lesson. However, in teaching grammar, almost all of the interviewees said that there is no need for Arabic to clarify a grammar point in their stage. Yet, S2 said 'I prefer using Arabic, but not in all levels. It is only in level one in order to learn the basics, and then it should be in English'. S2 also said 'when I say a sentence or a question with lots of grammatical mistakes, I prefer the instructor to correct me in English. But, I prefer using Arabic in grammar'. Students also prefer their teacher to correct their mistakes in English. S3 said 'I also prefer it to be in English. But if the mistake has been repeated more than once and becomes a problem for the student, you can explain it in Arabic'. Another function of using Arabic is giving instructions; although most of the students did not suggest L1 to interfere. S2 said that when a teacher sometimes gave them homework and the instructions in English, he noticed 'students' facial expressions', which showed that they did not understand; therefore, he could explained it again in Arabic.

- ***The Amount of Arabic in Students' Classroom***

Students claimed that the use of Arabic varied from one teacher to another. According to their answers about the amount of Arabic usage during the lesson, they divided their teachers into three types: unqualified Arab teachers, qualified Arab teachers and native English speaking teachers. Unqualified teachers used excessive Arabic in the classroom. S3 went so far as to say that 'there is an instructor who speaks forty or fifty percent in Arabic and what you gain from him is the English phrases'. S4 similarly said that they use a lot of Arabic; almost half of the lesson Arabic. The qualified teachers and the native English speaking teachers, rather, used fewer words of Arabic in the classroom when compared to the unqualified teachers. For example, S2 and S5 said that qualified Arab teachers use up to 20%-25% Arabic

during the lesson; in addition, S1 and S4 confirmed that native English speaking teachers never used more than 5%- 10% Arabic. S7 compared the amount of using Arabic in the preparatory year and in the college. He said that in the preparatory year, some of the Arab teachers used 5% Arabic, but here, it is between 10%-15%.

4.3.3 Summary of the Qualitative Results

We will now sum up the qualitative data, starting with the teachers' views gathered from the interviews, then we will look to the classrooms observation, focusing on the teachers. After that, we will summarise students' opinions from the interview. Next, we will give a brief summary of the classroom observation, yet concentrating on the students.

The views of teachers in using L1 during the lesson are, generally, with minimising its use; although the opinions of administrators, T8 and T9, are firmer against using L1. Therefore, they do not see any place for Arabic in functions such as giving instructions; and there is very limited room for L1 to contribute in grammar clarifications. Nonetheless, Arabic could be helpful in explaining difficult concepts and new vocabulary in order to save time and to provide an accurate clarification; although it should not be the first option, according to other teachers. In addition, some teachers said that L1 could be used with topics not related to the lesson. However others thought it was a good opportunity for students to practise talking informally in English as a way to trigger their motivation. Regarding the policy of using L1, it is clear that teachers, and even the administrators, do not know whether there is a written policy or not; although they think there is an implicit understanding to avoid L1 as much as possible. Teachers, generally, think that it is not accurate to describe a teacher as inefficient because he uses L1, unless he is overusing it. Therefore, they primarily use it especially with low level students, as they linked the use of L1 with level of students in L2. Students, owing to their level, are allowed to use Arabic in limited situations, such as seeking help, according to teachers' views in relationship to students who use Arabic. Moreover, teachers disagreed with the opinion of punishing students when they resort to their MT. Also, teachers largely stated that they never felt guilty when they utilized Arabic as it was a part of the lesson plan and it was limited. The amount of Arabic, according to some of the

teachers' views, should not exceed 20%; yet other suggested 1%-5%. In parallel, with the views on the amount of Arabic, some teachers affirmed that it should decrease gradually throughout the semester.

During the observations, I found that teachers used Arabic in situations that were not mentioned in the interview, such as using Arabic in order to discipline students and manage the class, as well as praising. The use of Arabic in giving instructions and clarifying difficult grammar points were as they suggested in the interview rare, additionally, it was used more in explaining difficult/new words. Nonetheless, it was not the case when talking informally as during the observations I reported a number of events when teachers resorted to Arabic in this function. Other situations occurred very often during the observations, e.g. teachers using Arabic fillers. Moreover, teachers used Arabic to correct oral errors and giving feedback; although it was rare.

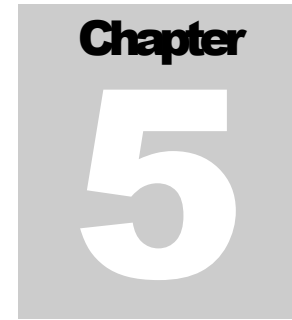
On the other hand, students said, during the interviews, that they used L1 in the classroom; yet they were largely against the use of L1. Students who had taken the preparatory year seem stricter with avoiding L1 and they criticised teachers who overused it. However, most of the interviewees said that the use of L1 depends on the level of students, and they will use it when they teach in schools after graduation or during the teaching practicum semester. In addition, to some extent using L1 is acceptable, especially in explaining a new/difficult vocabulary; nonetheless it is suggested as a last option. Other L1 functions are not recommended; yet few students mentioned it, e.g. giving instructions, clarifying grammar points and correcting errors. The percentage of Arabic in their classes varies and according to the students interviewed the amount of Arabic is:

1. Teachers in the preparatory year: 5%.
2. Native English teachers in the department: 5%-10%.
3. Good Arab teachers in the department: 15%-25%.
4. Weak Arab teachers in the department: 40%-50%.

Students, however, use Arabic in some situations according to their perspectives. For example, when working in pairs/groups students tend to use Arabic almost all the time. Moreover, they tend to talk with the teacher informally at the end or at the beginning of the lesson, if he understands Arabic. However, according to their

claims, they rarely ask a question or seek help in Arabic. In fact a student in the interview said that he preferred to be silent and not fully understand rather than ask in Arabic.

During the observation, students used Arabic excessively when they were working in groups/pairs. They used it mostly while chatting informally, and occasionally when discussing the task. Another use of Arabic was to answer teachers' questions, the teachers asked them about the meaning in Arabic for difficult/new vocabulary and a student provided the translation. In addition, students rarely asked their teachers questions about meanings or to clarify an instruction. Also, I observed an event when the students complained about the condition of the classroom. Furthermore, I noticed that they sometimes spoke with the teacher on topics not related to the lesson at the beginning or at the end of the class.



The Perceptions and Practice of L1 Arabic in
Saudi University English Classrooms

Chapter 5: Discussion

All of the teachers used Arabic and the myth of banning L1 was not realistic in reality. Even though administrators are striving to discourage the use of L1, for instance, putting English only signs at the entrance of the English Department. L1 still exists in the classroom and is used by both teachers and students.

Chapter 5: Discussion

5.1 Introduction

The focus in this chapter will be on the interpretation of the main findings, taking into account the relevant studies reported in the literature review (see section 2.6). The procedure followed in the current chapter is to answer the research questions. First we discuss the attitudes of students and teachers towards the use of Arabic in the classroom. This includes the participants' general beliefs about the use of Arabic, the different functions and about the teacher or student who resort to Arabic in the classroom. Following this, the actual use of Arabic they reported about themselves, and about each other, in addition, how Arabic was utilized in the classroom (data from the observation). Then I will move on to discuss the amount of Arabic used in the classroom, taking into consideration that these classrooms are EFL classrooms. The last section concerns the factors behind switching to Arabic, such as saving time and the level of students or reasons for avoiding Arabic such as being labelled as a weak teacher or student, and the teachers' concern of students' reliance on Arabic. Finally, a summary of the main findings which concludes the chapter.

5.2 Attitudes towards the Use of Arabic in the Classroom

In this section, the discussion will concentrate on the students' and teachers' attitudes towards using Arabic in an English language classroom. This will include general opinions about the use of L1 and ideas about using L1 in certain functions. Also, I will discuss teachers' and students' feelings about using L1 and their thoughts about each other when resorting to L1.

5.2.1 R-Q 1: What are students', teachers' and administrators' attitudes towards the use of Arabic in the classroom?

- Students Attitudes

The findings of the current study such as Table 4.4, Table 4.6 and Table 4.9 suggest that some students held a negative attitude toward the use of L1, although many of them did point out that L1 could help in certain functions such as explaining difficult grammar points, new words and instructions during exams and communication purposes. In addition, they thought that L1 could save time and aid comprehension to

a great extent. Apart from the negative attitudes of using L1, students' recommendations of using L1 in limited situations concur with other findings (e.g. Horwitz, 1988; Schweers, 1999; Tang, 2002; Nazary, 2008; Rolin-Ianziti and Varshney, 2008; Al-Nofaie, 2010), see section 2.6.

Going through students' attitudes in details, we can find that not all of the students held negative attitudes towards the use of L1. For example, in the questionnaire the results were as the following:

Table 4.11, there are statistically significant differences between students who had taken the preparatory year and those who hadn't. Especially regarding their attitudes towards different situations such as attitudes towards general use of Arabic, attitudes towards teachers' general use of Arabic, attitudes towards clarifying different language aspects and attitudes towards communicating and socialising. Thus, students who had enrolled in preparatory year held negative attitudes towards these situations; while students who had not, held positive attitudes towards them. For instance, their attitudes towards teachers use of Arabic during the lesson, a statistically significant difference at level of $p < .01$ ($p = .002$) indicates that the mean rank of students who had taken the preparatory year is lower (69.97) than students who had not (96, 71), see Table 4.7. The influence of the way of that English was taught during the preparatory year seems to be noticeable on the preparatory students; yet there are other factors that are suggested, and the avoidance of L1 could be a supplementary factor. For example, students' motivation to learn English as their final marks could affect their choices, i.e. if they get lower marks, they could not join, for instance, the medical or engineering college. Another factor is the kind of teachers in the preparatory year as they are primarily native English speakers and, perhaps, well trained. The experience in the preparatory year could be described as S7 stated, 'I learned in a month more than what I learned during the six years in the public schools', see section 4.3.2.2. However, the literature suggests that students adopt whatever their teachers approach is whether they use L1 or avoid it. For example, according to Duff and Polio (1990), students adapt to the situation in the classroom according to their teachers' technique regardless of the amount and the way of employing L1.

There is, clearly, a bad reputation, generally, of the use of L1 apart from using it in some functions. This is due to different reasons such as the bad experience of teaching English in primary, intermediate and secondary schools as L1 is overused or abused, and the outcome is inadequate, for example S1 said that he spent six years in schools without benefitting from any real outcomes in English, ‘so, you can say that the first real stage of learning English was when I started learning the basics at the university’ (section 4.3.2.2). Therefore, one of the main reasons for recently implementing the preparatory year in Saudi universities is the weak outcome of schools, especially in English. Furthermore, students relate their weakness in English to the way they learned it in schools. Also, the fallacious concepts of the role of L1 in learning L2 shape students’ notions and attitudes towards L1. For example, the power of mutual understanding of learning L2: to learn L2 better you should use it exclusively in the classroom; or the use of L1 association with a less creative person or low proficiency (teacher or student). Despite the students’ opinions of the disadvantages of using L1 such as hindering the fluency of L2, they asserted that using Arabic is crucial with low level students. For this reason, in particular, students’ proficiency level in the target language is reported as an essential element for teachers’ use of L1 in a number of studies (Atkinson, 1987; Kharma and Hajjaj, 1989; Dickson, 1996; Nazary, 2008; Aboyan, 2011). We can see that a number of students held negative attitudes towards the use of L1, in particularly, those who had taken the preparatory year. However, both groups, students who had taken the preparatory year and students who had not, supported the use of L1 in functions such as explaining different language aspects, giving instructions and for social purposes. As the literature suggests, the level of students could be an important factor in using L1. These findings are confirmed by a number of studies such Kharma and Hajjaj (1989), Tang (2002), Nazary (2008), and Rolin-Ianziti and Varshney (2008). For instance, the large number of students supported the use of L1 when it concerns new vocabulary (Kharma and Hajjaj, 1989; Tang, 2002; Rolin-Ianziti and Varshney, 2008). In fact, Nazary (2008) reported that students from different levels such as elementary, intermediate and also advanced believe that L1 is valuable in such a situation.

- Teachers' and Administrators' Attitudes

Teachers' and administrators' attitudes towards the use of L1 are considered negative in general. For example see 4.3.2.1 Table 4.29, Table 4.30, Table 4.31 and Table 4.32 and section 4.3.2.1. This can be found throughout their answers in the questionnaire and in the interviews. However, in the open-ended questions in the questionnaire most of them answered, 'I accept' to the question: Do you accept or reject Arabic in the classroom? It seems that they are against the use of L1 in principle, but when the question is a choice between accept or reject, they choose accept as they may allow it and use it in certain functions. Many of them suggested using Arabic in limited situations such as explaining difficult concepts and new words and avoiding communication breakdowns between them and students. According to them, this could aid comprehension greatly and save time. The results concur with Macaro's (1998; 2000) studies as he found that teachers accepted the use of L1, yet in restricted situations such as giving instruction during exams.

Unlike Hall and Cook's study (2013) the administrators held more negative attitudes towards the use of L1; while the non-Arabic teachers and especially the native English speaking teachers were lenient with the use of L1. For example, one of the officials, T9, said that ('Arabic should be excluded totally from the classroom, this is an English Department'); in contrast, T2 and T10 accepted the use of Arabic to save time, to motivate weak students and to check and confirm their understandings. According to Ismail's (2011) findings, native English-speaking teachers held more positive attitudes in using L1 in the classroom. In summary, in general teachers' views of using Arabic are negative; although they think it could be tolerated in limited situations. Native English-speaking teachers were more flexible with the use of L1, while officials such as the senior administrator and the administrator in the Department seemed firmer against the use of it.

5.2.2 R-Q 2: What do students think about teachers and students who use Arabic?

The results show that most students associated good teaching with using English exclusively in the classroom, e.g. Q.34 Highly qualified teachers speak English exclusively in the classroom; whereas they agree with the statement in Q.48 It is

natural for a native Arabic-speaking teacher to use Arabic in the classroom [see Table 4.6].

Students, therefore, stated that they prefer a native English-speaking teacher, who nevertheless knows some Arabic, as the role model for an English teacher. I believe this choice, in particular, reflects the actual paradoxical idea of using L1 in the classroom. It reveals that students prefer the ‘English only’ strategy on the one hand, but on the other hand, they think Arabic is needed in some situations. Orwell (1954) coined this way of believing as ‘doublethink’ in his well-known novel “Nineteen Eighty-four”. He described it as ‘the power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them’ (ibid. 223). The predominant idea of an ‘English only’ strategy, past ‘bad’ experiences, and the association of weakness with using L1 as well as other factors may influence the idea of avoiding L1. On the other hand, their need to understand, the feeling of anxiety, past ‘good’ experiences, along with other factors backup the idea of using L1. The actual practice in the classroom, however, could be an indication of what they really believe.

Even though many students linked ‘good teachers’ and ‘high qualified teachers’ with the avoidance of Arabic; they did not think that teachers who used Arabic were less creative. Here, we find another conflict and it seems that they may have recalled creative teachers who may have used Arabic wisely. Thus, for example, S5 associated the motivation and interaction of students with using Arabic; he said that students are active and interact with the teacher when he resorts to Arabic; whereas they are passive and bored when the teacher totally avoids Arabic [see section 4.3.2.2]. The use of Arabic by students, in contrast, was connected with less creativity, unlike the teachers. It appears that students observed the misuse of L1. During the observation, I noticed that most of students used a lot of Arabic when they were carrying out group work. DiCamilla and Anton (2012) found an average (75%) of the recorded words in MT in beginners’ group work. To sum up, students thought that using L1 was not a sign of less creative teaching, yet students mostly use it due to lack of proficiency and creativity.

5.2.2.1 Sub -Q 2.1: How do students feel when Arabic is used?

In line with the negative attitudes towards the use of L1, many students did not feel comfortable when they used Arabic. For instance, 84 students (47.7%) agree/strongly agree with Q.41 'I feel guilty when using Arabic in the classroom' and a student said it was a ('a big mistake') to utilize Arabic [see Table 4.12]. However, students whose parents were fluent in English felt more satisfied and less guilty when using Arabic, see page 110. It appears that those who practised code switching outside the classroom and grew up in a bilingual atmosphere are more confident and feel more positive with code switching as it is presumably an everyday routine. Gardner (1985) considered parents' motivation and attitudes, a strong influence on their children in learning L2, as they play a crucial role in the L2 learning process.

In Schweers' (1999) study, students preferred their teachers to use Arabic to help boost their confidence and put them at ease. Students seemed to feel guilty when they used it, but more comfortable and confident when it was used by the teacher. Clearly, using Arabic confirms a students' understanding which in turn puts them at ease and increases their confidence about their learning, for example Many of them agree with Q.28 'Using Arabic helps students to feel at ease, comfortable and less stressed', see Table 4.12.

5.2.3 R-Q 3: What do teachers and administrators think about students and teachers who use/avoid Arabic?

Many teachers thought that using Arabic in the classroom could motivate students and put them at ease. For instance, in Q.31 'Using Arabic helps students to feel at ease and comfortable and less stressed' 5 teachers (27.8%) disagree, 5 (27.8%) not sure, 8 (44.4%) agree/strongly agree with the statement. The link between less creativity and low proficiency with using L1 varied between the teachers. By comparing the aspect with qualification factors, teachers with PhD degrees tend to think that there is no relationship between proficiency level and creativity when using Arabic, either by teachers or students; while teachers with Masters' degrees didn't seem sure about it at [p-value= 0.043 and (mean rank Master's degree=11.10 vs PhD=6.00)], see Table 4.38. This could go along with Macaro's (1998) work who

suggested that there was no significant correlation between teachers' teaching experience and their attitudes towards the use of L1. Mattioli (2004) found that other factors could affect teachers' attitudes in using or avoiding L1, like the previous and ongoing training that teachers receive. Thus, one teacher, T1, connected training with the use of L1 in the classroom as he claimed that relying on one method, translation, to explain vocabulary could be a sign of lack of training. Nonetheless, during the interviews, apart from the officials, teachers did not describe teachers who used Arabic as inefficient, yet they said it could be the case if Arabic is overused. The official staff member, T9, however, considered a teacher to be less creative if he resorted to Arabic due to his weakness in English; yet it would be considered fine if it is limited and justified.

5.2.3.1 Sub -Q 3.1: How do teachers feel when Arabic is used?

Around half of the teachers disagree with Q.44 'I feel guilty when using Arabic in the classroom'. It seems difficult to confess the feeling of guilt since in other words the teacher is saying in effect that 'I could be blamed for using Arabic'. Similarly, during the interviews, most of the teachers did not say they felt guilty when using L1. However, with milder statements such as Q.60 'When I use Arabic, in the English language classroom, I feel I am doing something wrong,' we see that many teachers agree with it. T1 and T2 (native English-speaking teachers) admitted that they feel guilty when using Arabic inappropriately. For instance, T1 said ('I go on with a bad guilt conscience, especially if I use it a lot, I feel really guilty. I feel I am not doing my job and I feel bad'). The results suggested are unlike studies such as Mitchell (1988), Harbord (1992) and Macaro (1998) who reported a number of non-native teachers of the TL felt guilty when they used L1. Many teachers did not agree with the word 'guilt' when using or abusing L1; yet they thought it was wrong. However, native English-speaking teachers did not mind saying they felt guilty if Arabic is used in unnecessary situations. I assume that, to some extent, there is a feeling of guilt when L1 is not used correctly for most teachers, but Arab teachers do not admit to it as resorting to Arabic might be a sign of weakness. In contrast, resorting to Arabic for a native English-speaking teacher might be an advantage, so confessing about the use of Arabic should not be problematic as using Arabic for them is very rare.

5.3 The Use of Arabic in the Classroom

This section concerns the use of L1 by teachers, in particular, and to some extent, students, as it has been mentioned before that students are not as active in the classroom and most of the talking is done by the teachers. The discussion will cover the following: students' reported use of Arabic for themselves and their teachers, students' preference of using Arabic in the classroom, teachers' reported use of Arabic for themselves and their students. At the end of each part, we will discuss their actual use of Arabic as it is identified during the classrooms observation.

5.3.1 R-Q 4: How is Arabic used in the English classroom?

- Students' Reported Use of Arabic

The majority of students reported their use of Arabic was to understand language aspects such as vocabulary and grammar rules and instructions, to study for exams and when working in group in the classroom. In addition, some students reported using Arabic to ask questions, although they reported it was rarely done, see Table 4.24. For example, S1, S2, S4 and S5 said that they seldom use Arabic to ask a question, however, S2 said he sometimes prefers to be silent over possibly being embarrassed if he asks in Arabic, see section 4.3.2.2. In contrast, all of the interviewees said that most of the time, they use Arabic when they are in groups or pairs. The findings are basically in accordance with the literature; for example, Swain and Lapkin (2000) and Storch and Aldosari (2010) reported the students use L1 when they are discussing a task in a group. In fact, DiCamilla and Anton (2012) found an average (75%) of the counted words in MT. The amount of MT in group varies in each study and it could be related to the level proficiency of students, or different reasons such a students' motivation and classroom policy. The question that should be asked is how Arabic is used, and should it help or not. The main functions found in literature are to clarify different language aspects and how to manage the task. Nation (2003) found that students who discussed an L2 task in their native language achieved more than those who discussed it in L2. Regarding asking questions in students' MT, the current findings differ from the literature, to some extent, as it is found that asking question using L1 is one of the main functions (e.g. Kharma and Hajjaj, 1989; Duff and Polio, 1990). For instance, the majority of

students use their MT to ask teachers questions even if they could do it in TL (Kharma and Hajjaj, 1989). Again, it depends on different factors such as the level of students in TL and whether the teacher gives the permission to students to use their native language or not. Moreover, allowing students to use their own language in order to seek help would enhance their motivation and confident, and decrease their anxiety. Rolin-Ianziti and Varshney (2008) affirmed that giving permission to students to use their MT, if necessary, could improve their confidence and avoid communication breakdowns with the teachers. Therefore, some students said that they use Arabic when speaking informally with each other or with the teacher, if he is Arab. S2 asserted that ('the teacher sometimes, when we finish our lesson, sits and talks to us in Arabic'). Using Arabic in groups or to ask questions depend on many reasons as mentioned, yet I found that the power of the teacher could be the centre of this matter. The teacher is responsible for controlling the L1 in the classroom, and his attitudes towards the use of L1 either in tolerating or minimising it could also affect students' use or avoidance of L1.

- Students' Actual Use of Arabic during the Observation

There is not much to say about the use of Arabic by students as they are inactive most of the time during the lesson, as mentioned (in section 4.3). Their participation was primarily through three functions: group work, answering questions and speaking to their teachers. In group or pair work, the top function of using Arabic by students, the observer can hear Arabic being used clearly in each group, the moment students are put in groups. Most of the teachers encouraged them to use English, but still students continued to discuss in Arabic. The use of Arabic was either related to the task or regarding everyday matter issues. For example, in extract 36 below a student asked his peer about the meaning of a word related to the task; whereas in extract 38 a student asked his peer to give him a candy. Students were recorded in Anton and DiCamilla's work (1998) using their native language in group work to discuss two issues: organising the task and finding out the meaning of new vocabulary; they were beginners.

Extract 36

Student 1: وش معناها؟ Trial (Trial! What does it mean?)
Student 2: آثار أقدام (Trial)

Extract 38

Student to his peer: عطني حلاو (Give me some candy.)

To tackle the problem of overusing L1 in a group work, we need to identify the objective of group work. For some tasks using L1 should not be an issue as according to Cook (2001) it is natural for students to resort to their native language in situations like working together in a task as pair or group work. Also, to balance the use of L1 in a group, forming it, by mixing high and low level students. However, controlling group work especially in large classes, was considered a main reason for resorting to L1. The issue of class size and students' level as factors of using L1 will be discussed later in this chapter (see section 5.5).

Moreover motivation of the students and their ability are reasons to use L1 in group work (Macaro, 1997). Therefore, pair work could be a solution if using TL is the objective as it could be controlled in such situations, while group work is often carried out with L1 as they are more than two and the group could be out of control (ibid.).

The other function is answering questions, as teachers asked students to give the translation for vocabulary. This technique was primarily used by native English-speaking teachers, in the current study, to make sure that students understood the word. Also, Arab teachers involved students in providing translations for a difficult concept. For example, in extract 40 below, T4 is asking about the word 'storey' to make sure that students do not mix it up with the familiar meaning of 'story' as it was written in the book as 'story' since the book is part of an American series. Using Arabic could be helpful in this type of situation as there are many issues to clarify, such as the American and British form for the word 'storey' and the plural of each form 'stories', 'storeys' and how to combine it with a number as shown in extract 40.

Extract 40

T4: Pointing to a picture in the text book and saying 'this building is a six-storey building, what is storey here?'
A student: أدوار (Stories)

Moreover, asking students to provide the meaning for a new word, for instance, could be an effective technique for native English-speaking teachers who know a little Arabic or none at all. For example, in extract 39, T1 was addressing the word and a student provided the translation.

Extract 39

T1: Goods?
Student: أغراض (Goods)
T1: Block?
Student: حجر (Block)

Speaking to the teacher in Arabic occurred rarely among the students. This is due to different reasons, e.g. most of the teachers do not allow students to resort to their own language, and also the style of the teaching as it is, is a teacher-centred class. For example, a student in extract 41 asked the teacher to confirm the meaning of ‘cooperation’ and in extract 44 the students are complaining about the temperature of the room as it was hot and the air-conditioner was not working.

Extract 41

Student: يعني تعاون؟ (It means cooperation?)
T4: Yes.

Extract 44

Student: من الساعة ثمان وحننا هنا (We have been here since 8 o'clock.)

Also another example with T5, a student talked with him in Arabic asking when he could come to his office. Clearly students do not initiate using Arabic unless they have permission from the teacher. The permission here is considered indirect as T4 and, to some extent, T5 used to code switch constantly in the classroom. Students thought it was tolerable to resort to Arabic. Bearing in mind that T4 is considered a native-like English-speaking teacher who used to code switch effectively even outside the classroom and in his daily life. In student-teacher interaction, Kharma and Hajjaj (1989) found asking for an explanation was the top function of using L1 by students. This suggestion is confirmed in the current study.

5.3.1.1 Sub -Q 4.1: What are the functions for which students prefer their teachers to use Arabic?

Students' answers suggested using Arabic in functions such as the following:

- Explaining new vocabulary or difficult grammar points.
- Clarifying instructions during an exam.
- Managing students' behaviour.
- Discussing how to learn English effectively.
- Telling humorous Arabic expressions.
- Helping students to feel more comfortable and confident.

For example, in Q.75 'I like it when my teacher uses Arabic to define new vocabulary items' and Q.82 'I like it when my teacher uses humorous Arabic expressions when he wants to 'entertain' students', the majority of students chose (always-often-sometimes). Some students preferred their teachers using L1 to explain difficult or new words, yet with other techniques and they do not consider L1 as the first option. Moreover, some students associated the use of L1 with low level students. A student, S7, affirmed that clarifying vocabulary should not take long and the teacher ('he might give it in Arabic and put an end to it'). It was suggested that if the teacher does not know any Arabic, he could ask the students about the meaning or use technology such as Google translator and carry on with the lesson. Another function suggested by the some interviewees was using Arabic when correcting mistakes, but again as a last option. For example, S3 said ('I also prefer it to be in English. However, if the mistake has been repeated more than once, and becomes a problem for the student, you can explain it in Arabic').

- Teachers' Reported Use of Arabic

According to the teachers' answers, as shown in Table 4.40, they use L1 in situations such as clarifying difficult grammar points, introducing new words, checking comprehension, providing suggestions to learn more effectively, managing students' behaviour, giving instructions during exams, and for communication and emotional purposes like praising and referring to humorous Arabic expressions. For instance, many teachers confirmed using L1; yet it should not be the first option, e.g., T1 said ('if everything fails, after two or three times, I will use translation') and T9 suggested ('drawing, miming, acting, showing pictures') as alternative techniques to

explain meanings. However, with explaining difficult concepts, some teachers suggested using L1 straightaway. For example, T6 said that he uses Arabic with difficult concepts, terminologies and technical words, for example, ‘the term ‘language policy’. You can explain to them this terminology in Arabic and say (سياسة اللغة), also “curriculum theory”, though the word curriculum is quite confusing even in English’.

Regarding giving instructions, many teachers supported using L1, especially during exams, T3 and T5 said that L1 may help the students when discussing homework and what needs to be done. Also, T1 confirmed the importance of using L1 to clarify some instructions on the exam. He said (‘sometimes you have examinations, where if a student misunderstands something, it will be a big problem, so instructions, not questions’).

One of the main functions that a number of teachers, even the native English-speaking teachers, reported that they use L1 for social purposes, i.e. telling jokes or talking about topics not related to the lesson, see Table 4.45. For example, T1 and T2, native English-speaking teachers, would occasionally use L1 for social purposes especially in the beginner classes. T3, T5, and T6 also supported using L1 to establish rapport and bond with students by talking about current events like sports, as T6 put it (‘it is good to be not a teacher of English but a friend within the group’).

Nevertheless, to clarify grammar points, some teachers said that in rare situations L1 could be helpful. T5 said that to keep students active in grammar lessons they need to understand and this could be done with using L1. Conversely, in a number of studies the majority of teachers consider clarifying difficult grammatical patterns and concepts a main function in switching to MT (Mitchell, 1988; Kharma and Hajjaj, 1989; Franklin, 1990; Dickson 1996; Macaro, 1997). T1 and T9 suggested as Harbord (1992) stated, teachers should seek creative techniques to teach grammar in the TL. T1 insisted that teachers who resorted to Arabic needed more training; similarly Harbord (ibid) affirmed that using MT to explain grammar points is a sign of lack of training.

On the whole, teachers linked the use of L1 with purposes such as dealing with lower level students, saving time, or to motivate them and give them confidence, which will be discussed in (section 5.5). Taking teachers' answers, we can find that the top functions of using Arabic are: explaining new words, giving instructions especially during exams and building rapport with students. Other functions are suggested such as checking comprehension, providing suggestions to learn more effectively, managing students' behaviour and clarifying difficult concepts. Perhaps Arabic could be used in order to explain grammar points; yet this is very rare according to the teachers.

- Teachers' Actual Use of Arabic during the Observation

The main purpose of the observation is to find out how teachers utilize Arabic, and to compare it with their attitudes. The top functions that teachers resorted to Arabic for are: discipline, translation or asking for translation and for social purposes. Also, occasionally teachers used Arabic to confirm answers, to raise language awareness and to explain grammar points. Other occasional functions were noticed such as clarification or the teacher's lack of knowledge in TL. It is important to mention that using Arabic for greeting was noticed in every classroom, and also using Arabic, presumably unconsciously, as fillers. Arabic or the Islamic greetings and Arabic (personal and Islamic) fillers were found in native English speaking teacher classes and in the Arab teacher classes as well.

Many teachers used L1 for disciplinary purposes. This includes managing student's behaviour, e.g. T12 asked a student to avoid being late next time. Also, a part of the discipline of the lesson, for instance, was to ask students to raise their voice or to be faster when answering a question. T4 asked a student to raise his voice while he was reading. The current finding concurs with other findings from the literature (Kharma and Hajjaj, 1989; Franklin, 1990; Macaro, 1997; Al-Akloby, 2001; Cook, 2001; Edstrom, 2006; Nazary, 2008; Sipra, 2013). For instance, Al-Akloby (2001) reported discipline as a main function for teachers to resort to Arabic in every classroom he observed; similarly, the majority of teachers (95%), in Franklin's (1990) study, chose students' behavioural situations as a reason to switch to MT. Interestingly, Sipra (2013), a native English-speaking teacher, claimed that he learned some Arabic in order to use it in the classroom to manage students' discipline. Students seem to

behave more when they are reprimanded in their own language as they are familiar with the tone, intonation and words, i.e. they could know how the teacher is serious about a certain issue.

Another common function for employing Arabic is translation or asking for translation. Arabic teachers, as a rule, gave the translation straightaway and carried on with the lesson. T4 came across the phrase ‘rush hour’ and presented the meaning (وقت الذروة) instantly. English-speaking teachers often ask students to provide the translation when they try to explain a new or difficult vocabulary. For example, T10 asked students to translate the word ‘hobbies’ and a student replied (هوايات). The current finding is similar to a number of studies that considered translation was one the highest function among other functions (Kharma and Hajjaj, 1989; Schweers 1999; Nazary, 2008; Rolin-Ianziti and Varshney, 2008; Ahmad and Jusoff, 2009). For instance, in Kharma and Hajjaj’s study (1989) 93% of the teachers used L1 for translation in the classroom as they were observed. Also Nation (2003) believed that translation was the best technique to enrich learners’ L2 vocabulary; furthermore Duff (1989) claimed it effectively improved flexibility, accuracy, and clarity in language learning. What is different in my study is that this technique is used in different ways from different type of teachers. For example, the teachers who do not know Arabic ask for translation, the Arabic, English native-like, teachers are code-switching instantly and the Arab teachers combine between delivering the translation and asking students about it to make the class more active.

To sum up, we can find that there are functions that students prefer, teachers reported they do, and teachers actually do it in the classroom. In contrast, we can see some functions that do not match students’ preferences or teachers’ answers. The actual uses of Arabic are clearly greater than teachers claim (see Table 5.1). For example, teachers used Arabic to correct errors and to give feedback, while they said they did not use these functions. Also, during the interviews, there was no mention of fillers; despite the fact that I noticed many Arabic fillers. I assume that these fillers are done unconsciously. Almost all of the teachers and students, linked the use of Arabic with the level of students in the target language. Also, saving time and the motivation and students’ confidence were main factors to use Arabic for a number of teachers (see section 5.5).

Table 5.1: Comparison between Participants' Reports and the Actual Use of Arabic

Function for L1	Students' Preference	Teachers' Reports	Teachers' Actual Use
Instructions	X	X	X
Explaining Difficult Concept		X	X
Discipline	X		X
Praising		X	X
Correcting Errors			X
Feedback			X
Translating/Asking for Translating	X	X	X
Teacher Doesn't Know			X
L2 Culture			
Language Awareness	X	X	
Grammar Explanation	X	X	
Filler			X
Informal Talk	X	X	X
Checking Comprehension		X	X

5.4 R-Q5: How frequently do teachers switch to Arabic?

Although the concern in using L1 should be about how it is used rather than how much, the amount of L1 in the classroom is always raised by the teachers and students. The students affirmed that their teachers, either Arabs or non-Arabs, used Arabic to some extent. Some students linked the amount of L1 use with the efficiency of the teachers. S3 and S4 said that unqualified teachers used Arabic almost 40% of the lesson while the qualified ones used it 5%-15%. This amount of L1 in the classroom is similar to what students preferred in Tang's (2002) and Aboyan's (2011) studies who suggested 5% to 10% of the class time. The big gap between (5%) and (40%) explains the students' choices in the questionnaire as their answers about the amount of the teachers' use of Arabic varied between (often – rarely). Significantly, there were differences between students who had taken the preparatory year and students who had not taken the preparatory year with the amount of Arabic. Students who had not taken the preparatory year tend to use Arabic and think it should be used either by students and teachers more than students who had taken the preparatory year. Also, there was a significant difference between students whose parents were fluent in English or not. Students whose parents were fluent in English, tended to use Arabic and thought it should be used more than students whose parents were not fluent in English. Thus, linking using L1 with low proficiency students is questioned, since a strong factor like code switching as a

habit could affect the use of L1 in the classroom. Similarly, during the observation, I noticed that teachers who most used Arabic are T3 and T4 as they are considered Arab teachers, yet English native-like, who probably code switch effectively daily, even outside the classroom.

Teachers claimed that they rarely used Arabic in the classroom and the majority of them chose 'never' for the amount of Arabic in organising the classroom. However, during the observation, 'organising the classroom' and 'discipline' was one of the top functions in using Arabic by the teachers. The explanation of this contradiction, is that using Arabic could be sometimes unconscious, especially when a teacher is furiously trying to control the classroom and he uses an L1 word or phrase. If it is more than that and occurred systematically, we may say that this is related to anger which is categorised as an affective function. In affective functions, the objective might be conveying the message regardless of the medium, hence, the power of using Arabic seems to be more influential in these situations. This explanation is stated in previous studies such as Flyman-Mattsson and Burenhult (1999) and Mujiono, Poedjosoedarmo, Subroto, and Wiratno (2013). Mujiono et al. (2013) reported that teachers resorted to L1 in situations related to emotional purposes such as anger. Another explanation, 'discipline' is not considered as a function related to language learning, so teachers may prefer to say they do not use it owing to the pressure of an 'English only' dogma and as a consequence, the ideal typical teaching is not to use L1 especially in these type of situations.

Nevertheless, almost all of the teachers thought that it is impossible to totally exclude L1 and this concurs with a number of studies found in the literature, regardless of the amount of L1 (Duff and Polio, 1990; Schweers, 1999; Macaro, 2001; Tang, 2002; Rolin-Ianziti and Brownlie, 2002; Song and Andrew, 2009; Carson and Kashihara, 2012). The amount of L1, according to a number of teachers, is associated with different factors such as the lesson and the level of the students in the TL. In general, they suggested that the optimal amount of L1 between (10%-20%). For example, T3, also, said ('I almost use 20%. of Arabic to explain some meanings, because they completely fail to understand the vocabulary and sentences'). The suggested proportions of the amount of L1 were suggested in studies such as Macaro (2001), Rolin-Ianziti and Brownlie (2002) and de la Campa

and Nassaji (2009). Teachers' main concerns about using L1 was the students' reliance on it; nonetheless, Macaro (2005), asserted that all of the studies that showed a quantity of 10% or less L1 used; students did not take over and depend on their native language. I think employing more than 20% of L1 in an EFL classroom could be considered too much; thus Macaro (2005), suggested no more than 15% of class time. Other teachers suggest using a certain amount of L1 at the beginning of the semester, i.e. 80% and reduce it eventually to 20% or less at the end of the semester. In fact, T8 and T3 said that the amount of Arabic could be more at the beginning of the semester and at the end of the semester Arabic should be 1%-5%. Clearly the minimum amount of L1 was 5% and the maximum amount was (30%-40%) according to the participants' answers; although, the amount of Arabic I observed was approximately (5%) to (15%). In theory, three teachers supported the total exclusion of L1, yet in practice I can say this policy cannot be followed, and it is almost impossible, especially in a classroom with students who share the same MT.

5.5 R-Q6: What are the factors that affect teachers' and students' choice of using or avoiding Arabic?

There many factors that affect students' and teachers' decision to switch to or avoid Arabic in the classroom. For example, students could be labelled as 'less creative' and 'low level' when using or overusing Arabic in the classroom as the majority of them considered using Arabic in the class room indicated being less creative and a low English proficiency level. In fact, a student said he preferred to be silent over being possibly embarrassed if he asked the teacher in Arabic. However, it is not always the case, students, especially in group work, use Arabic due to their low English proficiency level, as it can be clearly observed in every classroom. This fear of using English could be reduced if the teacher tolerates the use of Arabic in the classroom. Nevertheless, students prefer it when their teachers use Arabic with low level students. Furthermore, they like it when teachers resort to Arabic to provide recommendations of how to learn English effectively. For instance, in Q.78 'I like it when my teacher uses Arabic more with lower level students', 38 students (21.5%) selected always, 46 (26%) often, 56 (31.6%) sometimes, 23 (13%) rarely and 14 (7.9%) never. These findings concur with findings in previous studies, for example, a

low proficiency level of the TL was reported as an essential element for teachers' use of L1 in a number of studies (Atkinson, 1987; Kharma and Hajjaj, 1989; Dickson, 1996; Nazary, 2008; Aboyan, 2011). There is a common agreement in a number of research that although the 'L2 only' strategy in the classroom is endorsed, teachers should tolerate beginners and their use of L1 (Duff and Polio, 1990).

Many teachers also, beside other factors, thought that their use of L1 is based generally on the level of the students in TL. For example, T3 said that he could not convey the message without using Arabic, due to the level of students' English, even though he is against the use of Arabic in some classes. Clearly, teachers use Arabic according to the level of their students. This finding is similar to many findings in previous studies as mentioned. Tang (2002) stated that the use of L1 increases with low-level learners, and vice versa, and the majority of teachers (80%) in Macaro's work (1997) affirmed that students' proficiency determines the amount of L2 in the classroom. Another, perhaps odd, factor that one of the teachers reported is the size of the classroom. He claimed that many teachers in the department use L1 due to the size of the class. This finding is found in a number of studies such as Hajjaj, (1985), Franklin (1990), Dickson, (1996) and Clegg and Afitska (2011). For instance, in Franklin (1990) and Dickson (1996), 81% and 58% (respectively) of teachers listed class size as a crucial cause to use L1. In fact, it was considered one of the reasons that made the *Direct Method* fail in some contexts (Hajjaj, 1985).

Also, many teachers in the interviews and in the questionnaires considered time saving one of main motives for using L1. For example, T2 said ('you may need to speed up the initial stages and you cannot really spend ten minutes explaining and trying to get a meaning across when you need to move to the main task. In this situation, I would really just use Arabic and move on'). In many studies, I found 'time-consuming' or 'saving time' associated as reasons for utilizing L1 (Atkinson, 1987; Mitchell, 1988; Medgyes, 1994; Dickson, 1996; Macaro, 1997; Cook, 2005). Cook used the term 'short-cut' which is associated with 'quickest and most effective way' in this matter (2005: 95), and Macaro linked 'time-consuming' as a criticism of the use of L2 in giving instructions (1997:82).

Two significant results, based on the teachers' answers, correlated with saving time and the level of TL and the use of L1. It is suggested that teachers with PhD degrees use Arabic less than teachers with Master's degrees in order to save time and in certain situations such as providing suggestions to learn more effectively. It could be said that PhD holders were mostly Arab teachers who seemed to be stricter against the use of Arabic and tried to use different techniques, as they suggested in their answers, to convey the message in English, even if it takes more time. Another significant finding is that PhD teachers tend to think that there is no relationship between proficiency level and using Arabic either by teachers or students. This finding is confirmed in the observation as some teachers, who considered themselves fluent in English, used Arabic, in some cases, more than those teachers who considered themselves not fluent in English. Similarly, Song and Andrew (2009) noticed a teacher used L1 more than other teachers, even though he was more capable of L2 than them.

However, one of the main factors behind avoiding L1 is the reliance on Arabic by students. This factor was repeated in teachers' answers as a negative side of using L1. For example, T1, T2, T3, T4, T10 and T11 used the terms 'reliant on L1', 'habit', 'get used to it', 'relying too much' as a disadvantage of using L1. Teachers claim that if they use Arabic, their students will be reliant on L1 and using Arabic could become a habit for them. This factor, or perhaps fallacy, was rejected in studies such as Macaro (1998, 2000) and Tang (2002). They affirmed that there is not a correlation between the teachers' use of L1 and the students' use of L1 or vice versa. Macaro (2000) said that there was no correlation between teachers' and students' amount of talk either in L1 or L2; therefore teachers who used Arabic extensively did not lead student to overuse it.

5.5.1 L1 Use Policy

The policy of the role L1 in the classroom is considered one of the factors that could influence teachers' employing of L1. Clearly, there is a sort of uncertainty in the existence of a policy either from the department, the college or the university. The administrators, T8 and T9, who are in top positions in the English Department and the Teachers College, said that the policy is verbal, not written and teachers have to

keep this in mind. Besides, almost all of the teachers confirmed that there is no written policy, nevertheless, there is a mutual understanding or ethical understanding to avoid Arabic between the teachers. This mutual understanding might be assured by the sign on the entrance of the English Department that says “It is an English only zone”. Even though there is not a written policy for the use of L1, many teachers affirmed that there is mutual understanding policy to avoid L1. For example, T4 said that he had heard many teachers say that they must not use Arabic, yet he has not seen any official written policy. The influence of the policy, similarly, was reported in previous studies such as Kharma and Hajjaj (1989), Duff and Polio (1990), Liu et al. (2004) and Macaro (2005). Liu et al. (2004) stated that the policy in South Korea advises teachers to maximize the use of L2; similarly, during the 90s, teachers in England, according to Macaro (2005) were highly recommended to use L2 in all functions in the classroom. However, there are many places, such as in the current context of the Teachers College that does not have a clearly stated written policy regarding the use of L1 in the classroom. This power of what can be called ‘unofficial policy’ is also found in Mouhanna’s (2012) study who said it impelled teachers to minimise the use of L1 in the classroom. This unofficial policy of exclusive use of English (TL) in the classroom could be shaped as Hall and Cook (2013) found by the society (institution, learners, and parents); although the officials in their project did not mind the use of L1. Although the idea of total exclusion of L1 is becoming antiquated, according to Raschka et al. (2008), it still has its influence on many teachers. I think that the mutual understanding, shaped by the society, by associating using L1 with a low level student in TL or a bad teacher might be one of the main factors of avoiding L1. Moreover, the previous experience of overusing and abusing L1 by some teachers in schools, and students who confirm this opinion, formed this negative attitude or policy in teachers’ minds. This policy, however, is not followed in contexts that includes more than one language such as Canada, Nigeria, etc. Nevertheless, some teachers choose to discourage the use of L1 due to the influence of ‘L2 only’ policy. For instance, the educational policy makers in Nigeria view code switching as a vital aspect in a multilingual country. The policy stipulates that ‘every child should have the right to choose when he/she wants to use the mother tongue in all official situations’, which is to some extents not followed owing to the ‘dogma of monolingualism’ (Agbedo et al., 2012: 170).

5.6 Summary of the Findings

Before going through the summary, we will remind the reader about the methodological tools employed in the study and the participants. In my mixed methods study, I conducted interviews and classroom observation to gain data from the qualitative perspectives, and quantitative methodology through questionnaires. 178 students and 18 teachers participated in the questionnaires. I also interviewed seven students (three of the students who have joined the preparatory year) and nine teachers (two administrators, three non-Arab teachers and four Arab teachers, two of them English native-like). For the classroom observation, I attended 13 lessons of eight teachers (three English native speaker teachers, two Arab teachers who are considered English native-like, and three Arab teachers).

The aim of the study is to provide a full description of the nature of using Arabic in EFL classrooms in the university, taking into account the two most common classroom forms, which are students and teachers who share the same mother tongue, and students who share the same mother tongue, yet the teachers' mother tongue is TL. The teachers, in my case, are English native speakers who know to some extent some Arabic. The study also draws attention to, presumably, a rare taxonomy of language teachers, who share the students' mother tongue, but who also are considered native-like in the TL. For example, T4 grew up in the US and speaks English fluently. Even though the teachers' sample is small, and it may be challenging to generalise from it, they represent most models of language teachers. For example, one of the participants in the interview is an English professor (T7) whose mother tongue is neither Arabic (L1) nor English (L2).

The study has looked not only into the functions of L1, but also the attitudes and the factors behind the use of L1 or the avoidance of L1 (i.e. the policy issue). The study has also added the voice of the administrators, who are, somehow, partly the policy makers too, unlike the previous studies that focused only on the teachers or the students or as in a few studies, on both the teachers and the students. The amount of L1 has been reported in the current study, however, taking into consideration the amount of L1 in Arab teacher classes and English native-speaking teachers classes.

Throughout the classroom observations, all of the teachers used Arabic at least seven times and the myth of banning L1 is not realistic in real life. Even though administrators are striving to ban the use of L1, for instance by putting an 'English only' sign at the entrance of the English Department, L1 still exists in the classroom and is used by both teachers and students. During the 13 classroom observations, I found the top use of L1 by teachers was in order to discipline the students. The second use was for introducing new vocabulary or asking for translation, especially if the mother tongue of the teacher was not Arabic. Also, it was noticed that teachers code-switched in functions such as social and emotional purposes and greetings, at the beginning and the end of the class or even in the middle of the lesson. For example, when a student arrived late and greeted the teacher in Arabic, the teacher greeted the student back in Arabic. In addition, the classroom observations showed that the highest use of Arabic was by the Arab teachers who are considered English native-like. From the students' point of view, they usually used Arabic, among each other, when they are put together to do group work, such as a task. In limited situations, students used Arabic when interacting with the teachers to confirm a meaning, translate a word, complain, and to talk informally.

When looking to their answers obtained from the questionnaires and the interviews, we may understand more why they use or avoid Arabic for certain functions. Moreover, we also find some conflicts between their answers and what they actual do in the classroom. Although there are also agreements between their other opinions about L1 and what they practice. For instance, during the interviews, there was not any implication of L1 for a function such as discipline; whereas L1 was mostly used to manage the classroom. One of the main functions of L1 that has been confirmed in the interviews and the questionnaires is introducing new words. However, some teachers, like T9, said that using L1 should be the last choice and that teachers should have to find other techniques such as using synonyms, drawing pictures, pantomiming etc., to convey the meaning. Al-Faraj (2006) proved in his experiment⁷ that the use of translation has a better influence on students' learning of L2 than the use of pictures and the other conventional technique. He also demonstrated that the

⁷ Al-Faraj conducted an experiment using three different techniques to teach L2 vocabulary for three different group. The three techniques were: using pictures, translation and the conventional technique.

use of L1 is more ‘effective on long term memory’ than the other two techniques (ibid. 135). Teachers’ answers reveal that Arabic could be helpful in functions such as clarifying difficult grammar points, communication and emotional purposes such as praising, referring to humorous Arabic expressions, and explaining difficult concepts to provide accurate clarification. These functions were observed and reported during the classrooms observations.

Nevertheless, we can find some paradoxical set of results in the teachers’ and also in the students’ answers. For example in [Q51] many teachers were not sure if it is natural for native Arabic teachers to use Arabic in the classroom, yet they agree it is natural if native Arabic students used it. Some of the students’ answers showed contradictions, like they agree with [Q44] that using Arabic helps students to understand new vocabulary better, yet they also agree with [Q60] that the best way to present a new word is to give the English synonym for it. Furthermore, both teachers and students were urged to minimise the use of L1, but they also suggested a long list of functions of positive roles for L1. It is clear that the ‘English only’ dogma is impelling and, for example, teachers’ correlation of using L1 with weak teachers is noticeable. Also, students seems to be impacted by the popularity of the ‘English only’ policy, although they are experiencing the benefits from utilizing L1. Unlike many previous studies which suggested that students believed that using L1 was vital in the classroom, cf. Schweers (1999), Tang (2002), Nazary (2008), and Al-Nofaie (2010), students in my study are not that keen to use L1 according to their answers. However, in practice we have a different story. Arabic was used by them wisely in some functions, i.e. providing meanings or seeking help, and overused in other situations, such as when working together in groups.

5.7 Conclusion

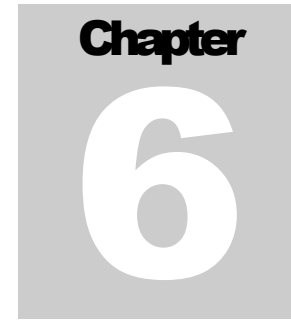
The findings of this study suggest that the use of Arabic in the classroom is not preferred, in general, in the situation of a Saudi university. The negative attitude towards the use of L1 is found more among the administrators, Arab teachers and students who had taken the preparatory year. On the other hand, we can see that the native English-speaking teachers and students who had not taken the preparatory year, especially whose parents were fluent in English, held less negative or almost

positive attitudes, about the use of Arabic in the classroom. However, almost all of the participants recommended using Arabic in certain functions, yet in limited and restricted circumstances. Moreover, the idea of total rejection of L1 is not appreciated by the majority of the participants.

The actual use of Arabic in the classroom seems to be different from participants' ideas and opinions of using L1, to some extent, and what they claim they do in the classroom. Teachers claim that L1 should not be used to manage the classroom; while it was noticed that L1 was mostly used in this function. Students also, supported the use of English in group work, however, they used Arabic in almost all of the classes as I was observing.

In using Arabic inside the classroom, the results suggest that students use Arabic when they carry out group work. They also tend to use it in order to ask questions if the teacher allows it. For teachers, they used, as a rule, Arabic to manage the classroom, clarifying meanings, asking for translation, especially by native English-speaking teachers, and for social purposes. These functions give the impression that Arabic is overused, yet it is only used, as the result recommended, between 5%-15%. This is considered an ideal amount of L1, out of the total of the lessons according to a vast number of studies. However, we should focus on the quality and on the optimal ways of using L1 rather than the quantity and how frequently it is used.

There are a number of factors that motivate teachers to resort to Arabic. According to the findings, the level of students and time consuming are main factors that motivate teachers to use L1, while the policy or the non-official policy of avoiding L1 and students being reliant on L1 are the main factors that have caused teachers to avoid L1. These factors, however, should not hinder or motivate teachers to deal with L1, teachers should look beyond these factors and seek the positive role of L1 whether the learners are beginners or advanced or whether, people such as the administrators in the Teachers College like it or not. To achieve this optimal way of using L1, teachers should judge each situation, where L1 could be used separately, as Macaro put it, is it a 'valuable tool' or an 'easy option' (2001: 545).



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When L1 is available, students could feel secure when learning TL and seek help whenever it is needed. Teachers are showing appreciation when they use students' native language, hence, they are confirming their respect for students' identities. Therefore, the majority of students in the current study preferred native English speaking teachers who know Arabic to teach them English.

Chapter 6: Conclusion

6.1 Introduction

In chapter 4, the qualitative and quantitative data were presented, and in the following chapter, 5, they were discussed in details with comparing the findings with related previous studies stated in chapter 2. In the current chapter, we will draw attention to the strengths and limitations of this study, in other words the contributions and implications and some suggestions are then put forward for future research.

6.2 Contribution of the Study

The current study has examined perceptions of administrators, teachers and students, the practice of teachers mostly, and students in the classroom in the matter of using L1. Some interesting findings have been suggested. Previous experiences could influence language beliefs regardless of the practice. For instance, we have found that students who had taken the preparatory year hold more negative attitudes towards the general use of Arabic, and in certain functions, such as clarifying different language aspects, and communication and social purposes. This is due to the strong shifting from the settings of teaching English in primary, intermediate and secondary schools with their problems to an environment of teaching intensive English courses by native English speaking teachers. Also, for the amount of Arabic in the classroom, students who had not taken the preparatory year tended to use Arabic and thought that it should be used either by students and teachers more than students who had taken the preparatory year, as they tended to minimise the use of Arabic in the classroom. Moreover, teachers who have more experience in teaching hold different views in some aspects. For instance, teachers who hold PhD degrees tend to think that there is no relationship between proficiency level and creativity with using Arabic either by teachers or students; while Masters-holding teachers seem to think there is a relationship. Also, significant differences have been suggested when looking into teaching tactics, such as using L1 to save time and to check comprehension with those who hold the highest academic qualification. The result has pointed out that teachers who hold Master degrees resort to Arabic more than teachers who have PhD degrees in such a situation. Here we see a justification

for their use of Arabic as MA teachers' associate low proficiency in L2 with using L1.

In addition, the findings have showed that there are significant differences between students whose parents are fluent in English and their feeling of guilt and also the amount of using L1 in the classroom. Therefore, students whose parents speak English fluently feel more satisfied and less guilty when using Arabic than students whose parents are not fluent in English. Furthermore, if students' parents are fluent in English, they tend to use Arabic and think it should be used more than students whose parents are not fluent in English. Regarding feelings when using L1, we have found that there is also a statistically significant difference with teachers' age. Thus, older teachers hold more negative feelings towards the use of Arabic in the classroom. When it comes to practice, it was clearly noticeable that Arab teachers who are considered native like resort to Arabic in various situations more than the other Arab teachers. Thus, linking less creative and weak teachers with code switching is not accurate, instead, teachers' switching between L1 and L2 in the classroom reflects their code switching abilities outside the classroom.

We also may say that whenever students share the same mother tongue in a classroom, L1 is most likely used either by the teacher who speaks their own language or not. Bear in mind that the findings show that native English speaking teachers used Arabic in some functions, yet they did not use it or used it the least in managing the classroom and for social purposes. I believe, that these two functions need careful language to make the tone serious for managing students' behaviour or to be funny when telling a joke or discussing everyday matters or topics from students' culture, like football matches or an ongoing story in the news. These situations require a sense of humour, rich vocabulary and the right tone and intonation which is best performed in the teachers' mother tongue, i.e. English. Furthermore, when native-speaking teachers use or know Arabic, it sends positive messages to the students. For instance, students could feel secure when learning TL and seek help whenever it is needed. Teachers are showing appreciation when they use students' native language, hence, they confirm their respect for students' identities. Therefore, the majority of students in the current study preferred native English speaking teachers, who know Arabic, to teach them English.

With regard to the methodology, unlike previous studies, the current work has added the administrators' voice along with teachers' and students' opinions. Their strict opinions against the use of L1 have showed us why some teachers choose to avoid L1 even if they see some advantages of using it. Moreover, the uncertainty of an existing written policy regarding using L1 or teaching English in general has been confirmed even by the administrators. Although most of the participants, administrators and teachers, thought that using L1 is prohibited in classrooms. This evidence could go beyond the policy issue and indicates that the 'English only' method is dominating and still has its power and influence among L2 teachers. This study has also included teachers who do not share students' mother tongue. Not only how Arabic is used in their classroom has been discussed, but also their opinions which has added more value to the current study.

In addition to the above strengths, there is a lack of studies in the Arab contexts in general, and in particular a paucity of research into Saudi classrooms, specifically in Saudi EFL university classes as shown in second chapter (see section 2.6). Therefore this study may contribute in the Arab context or the Saudi EFL context in order to help researchers who are interested in code switching in EFL classrooms.

6.3 Pedagogical Implications

On the basis of the findings, we now suggest a number of implications concerning the use of L1 in the classroom:

- First, we should seek harmony between teachers' and students' beliefs and practice in using L1 in the classroom. Therefore, this can be achieved by illustrating the essential role of L1 in teaching L2, not only in various facilitative functions but also to appreciate students identity, to help them to avoid anxiety, to put students at ease and to increase their confidence and motivation as the findings have suggested (see page 112).
- Second, educators should distinguish between the use of L1 as a sign of weakness in L2 and using L1 to attain effective teaching and help students to understand better. Classifying teachers who use L1 as 'bad teachers' should

be re-evaluated as Macaro (2001: 545) puts it ‘L1 can be a valuable tool’ and it can be ‘simply used as an easy option’. Thus, positive uses of L1 could be identified and introduced to teachers. Students should also experience their right to use their mother tongue judiciously.

- Third, to avoid misusing, abusing and overusing L1, guidelines could be offered by the institution which highlight how L1 could be best utilized in the classroom. Moreover, as many educators, administrators in my case, are concerned about the amount of L1 in the classroom, we may suggest a range of time such as 5%-20% of the whole lesson as proposed in this study (see pages **Error! Bookmark not defined.** and 146) and reported in previous studies (see section 2.5). The amount of L1 depends on different factors such as age and level of students in the TL.
- Fourth, the voice of students is crucial and in my study they prefer teachers who know their language and have an adequate use of L1 in the classroom (see Table 4.2). Therefore, the ability of using students’ MT should be considered one of the main criteria when signing with new teachers. In parallel, policies or mutual opinions of using L1 and about users of L1 from teachers and students should be reviewed, especially with the strong growth of bilingual context, international schools⁸, and EFL university classrooms should not defy the efficient use of L1. Raschka et al. (2009: 15) said that policy makers should stop resisting the inevitability of code switching inside the classroom and stop supporting the ‘lazy rule’ of ‘English-only’. Alenezi (2010: 17) also asserted that ‘decision makers should revise their language policy in order to reach the desirable goal of learning, in which code switching could be included in the planning of syllabi’.
- Fifth, there is an obvious lack of training programs, not only in the English Department, but also in the university and also the Ministry. Administrators

⁸ International schools used to accept only the children of foreign workers in Saudi and Saudis could not join these schools. Nowadays, Educational officials are more tolerated and Saudis can be enrolled to these schools as a number of parents are sending their children to these English-medium international schools. Therefore, the number of International schools has significantly increased in recent years in Saudi (ICEF Monitor, 2014).

and policy makers should not criticize their employees (teachers) without offering any training within the semester in order to achieve better outcomes. In these training session teachers can learn different techniques and strategies and what is new in their field. How to use L1 as a 'valuable tool' and when to use it could be introduced in these training programs.

- Sixth, inspection is not applied in higher education as mentioned in section 3.3; instead, we may utilize peer assessment in the department or universities. As an observer I noticed, apart from L1 concerns, points can be enhanced and others could be avoided or improved.
- Seventh, there is no written policy regarding the use of L1 which puts using L1 in a grey area. Furthermore, there is no objectives of EFL in higher education. The only thing I have found is the general and specific objectives in EFL in secondary education which was written in 1988 (Directorate for Curriculum, 1988). Again, in these objectives there is no mention of using or avoiding Arabic; or perhaps referring to implement a teaching method that allows, minimises or avoids L1. It is crucial to set general and specific aims of EFL in higher education in Saudi Arabia. These aims should be available and accessible for students and teachers. Providing general policies and teaching strategies could be helpful, in addition to leaving room for creativity and flexibility. Using L1 should be added in these policies and objectives as a teaching aid or tool. These objectives and policies should be revised and updated every five years. In the second strategy under teaching strategies in Saudi Arabia, I found 'tape-recorder' as a teaching aid (Directorate for Curriculum, 1988). It is highly doubtful that students nowadays realise what a 'tape-recorder' is.

6.4 Limitations of the Study

Apart from the contributions and implications, this study has the limitations of any piece of research. The main participants in the current study were EFL teachers and students from one university in Saudi Arabia. The study could be enriched by involving EFL participants from other universities, yet unfortunately there was a lack of accessibility, not only to other universities, but also to other colleges in the

university. The duration of the study was out of my control as the Dean of the Teachers College approved one semester for me to do the study, and the latest regulations of VISA and immigration became stricter and staying in my home country for more than three months is complicated. However, I tried my best to overcome these challenges and to get the most from the participants in a short period of time. Due to cultural reasons, it was impossible to involve females in the study as they have their own buildings and females and males are taught separately from primary school to higher education in Saudi Arabia.

6.5 Recommendations for Future Research

On the basis of the current study's findings, implications and also limitations, we can suggest some areas that need further work. One of the main findings in the current study is the use of Arabic by native English speaking teachers in the classroom. Shedding light on the use of students' MT by teachers who do not share the same MT on a larger scale could be interesting. Examining L1 functions, reasons and factors of using L1 by these teachers would be useful. Moreover, looking into other categories of teachers, such as teachers who share students' MT but are considered as native-like of TL and teachers who do not speak students' own language nor their MT is not the TL, such as Indian teachers teaching English to Arab students. Again, we can see here how, why and how much students' MT is used if so. Another angle, is investigating students' code switching with the above categories of teachers. For example, how and how much students use their MT with teachers who share the same MT, native-like teachers, TL native teachers or teachers who neither speak their MT nor the TL as a first language.

The policy played a crucial role in the current study; therefore, looking into the policies in public education and higher education and how L1 is viewed would presumably bring about the cause of confusion with the role of L1 in L2 classrooms. In parallel, policy makers should be brought to the study which might have a crucial effect on using/avoiding L1 in practice. As a result, guidelines of using L1 in L2 classrooms could be suggested by taking into account some factors such as students' age or students' specialization in university, i.e. if English is taught in an EFL context or for special purposes. In addition, how society shapes beliefs could be

taken into account and investigated as classrooms mirror the community and its beliefs as in our case language beliefs.

The emergence of the preparatory year for Saudi university has been witnessed in recent years. In previous years, almost all of the Saudi universities did not have the preparatory year and students joined their departments without taking any type of foundation year. This has changed as students are required, it is now mandatory, to complete this one year programme before being enrolled to do their degree, in English, engineering, medical, law...etc. The focus of this year is on learning English and other skills. One of the students, during the interview (see section 4.3.2.2), experienced two preparatory years in two different universities. He claimed teaching English was different and the concept and actual use of L1 in the classroom varied. The research in first university year for students has increased as it is considered a critical time for students. Looking into the use of L1 in this transitional year could be useful as students have just shifted from learning English in public schools to another atmosphere that introduces English with different settings, e.g. non-Arab teachers, different series of text book, the seating arrangement of the classroom among other new factors.

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APPENDICES

Appendix A: Students' Questionnaire

Dear Student,

This questionnaire is part of my Ph.D. research which investigates the use of the mother tongue (Arabic) in a second Language (English) classroom. The purpose of this questionnaire is to help me understand the reasons for using or avoiding Arabic in the English classroom. This questionnaire is anonymous and it is not compulsory. Please be advised that there is no right or wrong answer. All answers will be treated as strictly confidential and will be used for scientific research purposes only.

Your cooperation in completing this questionnaire is highly appreciated; if you have any questions, please write to me.

Best wishes,

Yasser Alsuhaibani

Newcastle University,

E-mail: syasers@hotmail.com

Section 1: General Questions

1. **Department:**_____
2. **Age:**_____
3. **Level:** **A.** First **B.** Second. **C.** Third. **D.** Fourth. **E.** Fifth. **F.** Sixth. **G.** Seventh.
H. Eighth.
4. **Have you taken the preparatory year?**
A) Yes B) No

Please *circle* the appropriate answer.

5. **How many years have you been learning English?**
A. 6 years
B. 7 – 9 years
C. 10 – 11 years
D. 12 years
E. More than 12 years
F. Other:_____
6. **How much time did you spend in English speaking countries?**
A. Never been there
B. 3 – 6 months
C. 1 – 2 years
D. 3 – 5 years
E. More than 5 years.
F. Other:_____
7. **Do your parents speak English fluently?**
A) Yes B) No
8. **Which area of the English language in your class do you think your teacher's use of Arabic has helped you the most?**
A) Vocabulary. **B)** Grammar. **C)** Reading. **D)** Writing. **E)** Listening.
F) Speaking.

9. **In which area of the English language in your class do you think your teacher's use of Arabic has helped you the least?**
A) Vocabulary. B) Grammar. C) Reading. D) Writing. E) Listening
F) Speaking.
10. **Do you feel your English classes are taught in a way that encourages your interest?**
A) Yes B) No C) Not sure
11. **Do you think Arabic should be used in the English classroom?**
A) Yes B) No C) Not sure
12. **Do you think the teacher should know the students' mother-tongue?**
A) Yes B) No C) Not sure
13. **Do you think the teacher should use the students' mother-tongue in the English classroom?**
A) Yes B) No C) Not sure
14. **Do you think students should use their mother-tongue in the English classroom?**
A) Yes B) No C) Not sure
15. **When you study English would you also like to learn about the western culture?**
A) Yes B) No C) Not sure
16. **When you study English, would you prefer to study about:**
A. Western culture
B. Saudi culture
C. Both of them
D. Neither of them

17. What do you prefer your English teacher to be:

- A. Native English Speaker (who uses Arabic in the classroom).
- B. Native Arabic Speaker (who does not use Arabic in the classroom).
- C. Native Arabic Speaker (who uses Arabic in the classroom).
- D. Native English Speaker (who knows no Arabic).

Section 2:

Please read the following statements carefully and respond by circling the appropriate number that expresses your opinion about the attitudes towards using Arabic in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Strongly Disagree “SD” – Disagree “D”– Not Sure “NS” – Agree “A”– Strongly Agree “SA”)

<i>Attitudes towards Using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
18. Students should express themselves only in English in the classroom.	1	2	3	4	5
19. Students may use Arabic for such purposes as telling jokes.	1	2	3	4	5
20. Students should feel free to use Arabic for complaining about the class.	1	2	3	4	5
21. Using Arabic helps the teacher and students to avoid communication breakdowns.	1	2	3	4	5
22. A good teacher uses Arabic inside the English language classroom.	1	2	3	4	5
23. Avoiding Arabic in the English language classroom helps teachers to teach English better.	1	2	3	4	5
24. Students who speak Arabic in the classroom indicate less creativity.	1	2	3	4	5
25. Exclusive use of English is the best way to enhance students’ English proficiency.	1	2	3	4	5
26. Using Arabic helps students to understand difficult concepts better.	1	2	3	4	5
27. Students should use English all the time in the English language classroom.	1	2	3	4	5
28. Using Arabic helps students to feel at ease and comfortable and less stressed.	1	2	3	4	5
29. When I work in pairs/groups, I tend to chat in Arabic.	1	2	3	4	5

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<i>Attitudes towards Using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
30. Using Arabic aids comprehension greatly.	1	2	3	4	5
31. It is natural for a native Arabic-speaking student to use Arabic in the classroom.	1	2	3	4	5
32. Using Arabic is more effective in the English language classroom than avoiding it.	1	2	3	4	5
33. Using Arabic is less time consuming.	1	2	3	4	5
34. Using Arabic in the classroom is a matter of quality not quantity.	1	2	3	4	5
35. Highly qualified teachers speak English exclusively in the classroom.	1	2	3	4	5
36. The use of Arabic by teachers is an indication of less creativity.	1	2	3	4	5
37. Teachers should use English to introduce new material.	1	2	3	4	5
38. Teachers should use Arabic to give suggestions on how to learn more effectively.	1	2	3	4	5
39. Teachers should consciously avoid the use of Arabic during lessons.	1	2	3	4	5
40. Teachers should give important information, like homework, in English.	1	2	3	4	5
41. I feel guilty when using Arabic in the classroom.	1	2	3	4	5
42. Explaining a difficult word in Arabic will save time.	1	2	3	4	5
43. It is confusing when the teacher switches from one language to another during class.	1	2	3	4	5
44. Using Arabic helps students to understand the new vocabulary item better.	1	2	3	4	5
45. A teacher who uses only English in class is less approachable than one who uses Arabic more frequently.	1	2	3	4	5

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<i>Attitudes towards Using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
46. Students understand grammar better when it is explained in English.	1	2	3	4	5
47. To learn another language well, students should use that language all the time in the classroom.	1	2	3	4	5
48. It is natural for a native Arabic-speaking teacher to use Arabic in the classroom.	1	2	3	4	5
49. Teachers should give instructions about exercises in English.	1	2	3	4	5
50. Native English teachers should know Arabic when teaching Arabic students.	1	2	3	4	5
51. Using Arabic helps me enjoy the lesson.	1	2	3	4	5
52. All English teachers from the department should use only English in the classroom.	1	2	3	4	5
53. All students should be allowed to use Arabic in the classroom.	1	2	3	4	5
54. Using Arabic helps me to feel satisfied with my learning.	1	2	3	4	5
55. Both English and Arabic can be integrated during the lesson.	1	2	3	4	5
56. Arabic should be banned in the English language classroom.	1	2	3	4	5
57. When I use Arabic, in the English language classroom, I feel I am doing something wrong.	1	2	3	4	5
58. Difficult grammar points should be explained in Arabic.	1	2	3	4	5
59. Using Arabic in the classroom hinders fluency in English.	1	2	3	4	5
60. The best way to present a new word is to give the English synonym for it.	1	2	3	4	5
61. Using Arabic in the classroom depends on the English level of the students.	1	2	3	4	5

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<i>Attitudes towards using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
62. In exams, it is important to give the instructions in Arabic.	1	2	3	4	5
63. Students should use only English when working together on a task in the classroom.	1	2	3	4	5
64. Students who speak Arabic inside the classroom have a low English proficiency level.	1	2	3	4	5

Section 3:

Please read the following statements carefully and respond by circling the appropriate number that best reflects your view of the teacher's use of Arabic in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Always – Often – Sometimes – Rarely– Never)

<i>Language Likes</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
65. I like it when my teacher uses English to explain difficult concepts.	1	2	3	4	5
66. I like it when my teacher uses English to introduce new material.	1	2	3	4	5
67. I like it when my teacher uses Arabic to manage students' behaviour.	1	2	3	4	5
68. I like it when my teacher uses English to tell jokes around with students.	1	2	3	4	5
69. I like it when my teacher uses English for assessment details and class outlines.	1	2	3	4	5
70. I like it when my teacher uses Arabic to give suggestions on how to learn more effectively.	1	2	3	4	5
71. I like it when my teacher uses English to give instructions about exercises or homework.	1	2	3	4	5
72. I like it when my teacher uses English to check for comprehension.	1	2	3	4	5
73. I like it when my teacher uses Arabic to praise students in order to motivate them.	1	2	3	4	5

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<i>Language Likes</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
74. I like it when my teacher uses English to carry out small-group work.	1	2	3	4	5
75. I like it when my teacher uses Arabic to define new vocabulary items.	1	2	3	4	5
76. I like it when my teacher uses English to explain the relationship between English and Arabic.	1	2	3	4	5
77. I like it when my teacher uses Arabic to explain difficult grammar points.	1	2	3	4	5
78. I like it when my teacher uses Arabic more with lower level students.	1	2	3	4	5
79. I like it when my teacher uses Arabic in order to save time.	1	2	3	4	5
80. I like it when my teacher consciously avoids the use of Arabic during the lesson.	1	2	3	4	5
81. In exams, I like my teacher to give the instructions in Arabic.	1	2	3	4	5
82. I like it when my teacher uses humorous Arabic expressions when he wants to 'entertain' students.	1	2	3	4	5
83. I like it when my teacher allows students to use Arabic while discussing topics related to everyday matters.	1	2	3	4	5

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<i>Actual Use of Arabic</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
84. I like it when my teacher uses Arabic to help students feel more comfortable and confident.	1	2	3	4	5
85. I like it when my teacher uses English synonyms to explain difficult vocabulary.	1	2	3	4	5

Section 4:

Please read the following statements carefully and respond by circling the appropriate number that best reflects your views of your use of Arabic in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Always – Often – Sometimes – Rarely– Never)

<i>Actual Use of Arabic</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
86. I consciously avoid the use of Arabic during the lesson.	1	2	3	4	5
87. I use English to express my feelings and ideas.	1	2	3	4	5
88. I use Arabic to help me study for my exams.	1	2	3	4	5
89. I ask my teacher questions in Arabic.	1	2	3	4	5
90. I avoid Arabic when I work in a group/pair.	1	2	3	4	5
91. I understand new vocabulary better when I use a bilingual dictionary.	1	2	3	4	5
92. I use Arabic to make sure that I understand the new English word.	1	2	3	4	5
93. I use Arabic to make sure I understand difficult grammar points.	1	2	3	4	5
94. I use Arabic to make sure I understand the given instruction.	1	2	3	4	5
95. I ask questions in Arabic in order to save time.	1	2	3	4	5

Section 5:

Please read the following statements carefully and respond by circling the appropriate number that expresses your opinion about the frequency of using Arabic in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Always – Often – Sometimes – Rarely– Never)

<i>The Frequency of Arabic Use During the Lesson</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
96. How often do you think Arabic should be used in the classroom?	1	2	3	4	5
97. How often do you actually use Arabic in the classroom?	1	2	3	4	5
98. How often do you think teachers should use Arabic in the classroom that is most helpful to students in learning English?	1	2	3	4	5
99. How often do students use Arabic in the classroom?	1	2	3	4	5
100. How often do you think that students should use Arabic in the classroom?	1	2	3	4	5
101. How often your teacher uses Arabic to explain different aspects of language?	1	2	3	4	5
102. How often your teacher uses Arabic to organize the classroom?	1	2	3	4	5

Thanks for your cooperation

Appendix B: Students' Questionnaire (Arabic Version)

استبانة

استخدام اللغة العربية داخل الفصل (القاعة)

التي تُدرس فيه اللغة الإنجليزية

أخي الكريم

هذا الاستبيان هو جزء من برنامج بحثي لنيل درجة الدكتوراه والذي يبحث في استخدام اللغة الأم (العربية) في فصل (قاعة) يُدرس فيه لغة أخرى (الإنجليزية). والهدف من هذا الاستبيان هو مساعدتي في معرفة السبب في استخدام أو تحاشي استخدام اللغة العربية في الفصل الذي تُدرس فيه اللغة الانجليزية، أؤكد بأنه لا توجد إجابة خاطئة وأخرى صحيحة وستستخدم الإجابات للأغراض العلمية فقط.

ألتزم بالحفاظ على سرية المعلومات رغم أن معلوماتك الخاصة كاسمك ليست مطلوبة، كما أنك غير ملزم بتعبئة هذا الاستبيان.

أثمن تعاونكم في تعبئة هذا الاستبيان، وإذا كان لديكم أي سؤال حول البحث فيسعدني الإجابة عليه عبر الإيميل.

مع أطيب الأمنيات لكم

ياسر عبدالرحمن السحيباني

جامعة نيوكاسيل

البريد الإلكتروني syasers@hotmail.com

القسم الأول: الاسئلة العامة

- 1- القسم: _____
- 2- العمر: _____
- 3- المستوى في الجامعة : أ- الأول ب-الثاني ج-الثالث د-الرابع هـ-الخامس و- السادس
- ز- السابع ك-الثامن
- 4- هل درست السنة التحضيرية؟ أ- نعم ب- لا

ضع دائرة حول الإجابة المناسبة

- 5- كم سنة قضيتها في تعلم اللغة الإنجليزية قبل دخولك الجامعة؟
- أ- 6 سنوات
- ب- 7-9 سنوات
- ج- 10-11 سنة
- د- 12 سنة
- هـ- أكثر من 12 سنة
- و- أخرى _____
- 6- كم من الوقت قضيته في بلد يتحدث اللغة الإنجليزية (أمريكا أو أستراليا على سبيل المثال)؟
- أ- لم أذهب لأي دولة تتحدث الإنجليزية
- ب- 3-6 أشهر
- ج- 1-2 سنة
- د- 3-5 سنوات
- هـ- أكثر من 5 سنوات
- و- أخرى _____

- 7- هل يتحدث والداك الإنجليزية بطلاقة؟
أ- نعم ب- لا
- 8- في أي مجال من مجالات اللغة الإنجليزية تعتقد أن استخدام معلمك للغة العربية في الفصل قد أفادك أكثر؟
أ- المفردات ب- القواعد ج- القراءة د- الكتابة هـ- الاستماع و- المحادثة
- 9- في أي مجال من مجالات اللغة الإنجليزية تعتقد أن استخدام معلمك في الفصل للغة العربية كانت إفادته لك هي الأقل؟
1- المفردات ب- القواعد ج- القراءة د- الكتابة هـ- الاستماع و- المحادثة
- 10- هل تشعر بأن مواد اللغة الانجليزية تدرس بطريقة تثير اهتمامك؟
أ- نعم ب- لا ج- غير متأكد
- 11- هل تعتقد بأن اللغة العربية يجب أن تستخدم داخل فصول (قاعات) تدريس اللغة الإنجليزية؟
أ- نعم ب- لا ج- غير متأكد
- 12- هل تعتقد بأن معلم اللغة الإنجليزية يجب أن يعرف اللغة الأم للطالب؟
أ- نعم ب- لا ج- غير متأكد
- 13- هل تعتقد بأن المعلم يجب أن يستخدم اللغة الأم للطالب داخل فصل (قاعة) تدريس اللغة الإنجليزية؟
أ- نعم ب- لا ج- غير متأكد
- 14- هل تعتقد بأن الطلاب يجب أن يستخدموا اللغة الأم الخاصة بهم داخل فصل (قاعة) تدريس اللغة الإنجليزية؟
أ- نعم ب- لا ج- غير متأكد

15- وأنت تتعلم اللغة الإنجليزية هل تحب أيضاً أن تتعرف على الثقافة الغربية ؟
أ- نعم ب- لا ج- غير متأكد

16- وأنت تتعلم اللغة الإنجليزية هل تفضل أن تدرس:
أ- الثقافة الغربية
ب- الثقافة السعودية
ج- كلاهما
د- لا واحدة منهما

17- ماذا تفضل أن يكون مدرسك للغة الإنجليزية:
أ- مواطن إنجليزي (يستخدم العربية داخل الفصل)
ب- مواطن عربي يتكلم الإنجليزية (لا يستخدم اللغة العربية داخل الفصل)
ج- مواطن عربي يتكلم الإنجليزية (يستخدم اللغة العربية داخل الفصل)
د- مواطن إنجليزي (لا يعرف العربية)

القسم الثاني: آراء الطلاب تجاه استخدام اللغة العربية في فصل (قاعة) تُدرس فيه اللغة الإنجليزية

أمل قراءة العبارات التالية بتمعن ثم وضع دائرة حول الرقم المناسب الذي يعبر عن موقفك تجاه استخدام اللغة العربية في فصل (قاعة) تُدرس فيه اللغة الإنجليزية. ضع إجابة واحدة فقط لكل سؤال.

رجاء ملاحظة أن المعيار هو: غير موافق بشدة - غير موافق - غير متأكد - موافق -

موافق بشدة

موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة	رأيك تجاه استخدام اللغة العربية في فصل (قاعة) تُدرس فيه اللغة الإنجليزية
5	4	3	2	1	18- يجب على الطلاب أن يعبروا عن أنفسهم باللغة الإنجليزية فقط داخل الفصل.
5	4	3	2	1	19- يمكن للطلاب استخدام اللغة العربية لأغراض كإلقاء الطرائف والنكت (telling jokes)
5	4	3	2	1	20- يجب أن يشعر الطلاب بحرية في استخدام اللغة العربية حال التذمر من الدرس.
5	4	3	2	1	21- استخدام اللغة العربية يساعد المعلم والطلاب على تفادي فقدان التواصل اللغوي.
5	4	3	2	1	22- المعلم الجيد يستخدم اللغة العربية في الفصل (القاعة).
5	4	3	2	1	23- تجنب استخدام اللغة العربية داخل الفصل يساعد المعلمين على تدريس اللغة الإنجليزية بشكل أفضل.
5	4	3	2	1	24- الطلاب الذين يستخدمون اللغة العربية داخل الفصل يعطي انطباعًا بأنهم الأقل إبداعًا.
5	4	3	2	1	25- الاختصار على استخدام اللغة الإنجليزية فقط هو الطريق الأفضل لإتقان الطلاب للغة الإنجليزية.
5	4	3	2	1	26- استخدام اللغة العربية يساعد الطلاب على استيعاب المفاهيم الصعبة بشكل أفضل.
5	4	3	2	1	27- يجب على الطلاب استخدام اللغة الإنجليزية في جميع الأوقات داخل الفصل (القاعة).
5	4	3	2	1	28- استخدام اللغة العربية يمنح الطلاب شعورًا بالاطمئنان والراحة.

موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة	رأيك تجاه استخدام اللغة العربية في فصل (قاعة) تُدرس فيه اللغة الإنجليزية
5	4	3	2	1	29- عندما أعمل في مجموعة أميل إلى التحدث باللغة العربية. (group/pair work)
5	4	3	2	1	30- استخدام اللغة العربية يساعد على تحقيق الفهم بشكل كبير.
5	4	3	2	1	31- من المقبول أن يستخدم الطالب لغته الأم (العربية) داخل الفصل (القاعة).
5	4	3	2	1	32- استخدام اللغة العربية في الفصل (القاعة) يحقق نتائج أفضل مما يتحقق عند تجنبها.
5	4	3	2	1	33- يساعد استخدام اللغة العربية على توفير الوقت.
5	4	3	2	1	34- استخدام اللغة العربية في الفصل (القاعة) هو مسألة كيف وليس كم.
5	4	3	2	1	35- المعلمون ذوو الكفاءة العالية في تدريس اللغة الإنجليزية يستخدمون اللغة الإنجليزية فقط داخل الفصل (القاعة).
5	4	3	2	1	36- استخدام اللغة العربية بواسطة المعلم مؤثر على قلة إبداعه.
5	4	3	2	1	37- يجب على المعلمين استخدام اللغة الإنجليزية عند تقديم مادة علمية جديدة.
5	4	3	2	1	38- يجب على المعلمين استخدام اللغة العربية لإعطاء مقترحات عن كيفية التعلم بفعالية أكثر.
5	4	3	2	1	39- يجب على المعلمين تعمد تجنب استخدام اللغة العربية أثناء الدرس.
5	4	3	2	1	40- يجب على المعلمين إعطاء المعلومات المهمة مثل الواجب المنزلي باللغة الإنجليزية.
5	4	3	2	1	41- أشعر بالندم عند استخدامي للغة العربية في الفصل (القاعة).
5	4	3	2	1	42- شرح كلمة صعبة باللغة العربية يوفر الوقت.
5	4	3	2	1	43- تنقل المعلم من لغة إلى أخرى أثناء الدرس يشتت الطلاب.

موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة	رأيك تجاه استخدام اللغة العربية في فصل (قاعة) تُدرس فيه اللغة الإنجليزية
5	4	3	2	1	44- استخدام اللغة العربية يساعد الطلاب على فهم المفردة الجديدة بشكل أفضل.
5	4	3	2	1	45- التواصل مع المعلم الذي يستخدم الإنجليزية فقط داخل الفصل أصعب من التواصل مع المعلم الذي يستخدم العربية أحياناً.
5	4	3	2	1	46- الطلاب يفهمون القواعد (grammar) أفضل عندما توضح لهم باللغة الإنجليزية.
5	4	3	2	1	47- لكي يتعلم الطلاب لغة ما بشكل جيد، عليهم أن يستخدموا تلك اللغة فقط داخل الفصل (القاعة).
5	4	3	2	1	48- من المقبول أن يستخدم المعلم العربي لغته الأم (العربية) داخل الفصل (القاعة).
5	4	3	2	1	49- يجب على المعلمين أن يعطوا التعليمات التي تخص التمارين باللغة الإنجليزية.
5	4	3	2	1	50- يجب أن تكون لدى المعلمين الذين لغتهم الأم لغة إنجليزية معرفة باللغة العربية حين يدرسون الطلاب العرب.
5	4	3	2	1	51- استخدام اللغة العربية يساعدني على الاستمتاع بالدرس.
5	4	3	2	1	52- جميع معلمي اللغة الإنجليزية في الكلية يجب عليهم استخدام اللغة الإنجليزية فقط داخل الفصل (القاعة).
5	4	3	2	1	53- يجب أن يُسمح لجميع الطلاب باستخدام اللغة العربية داخل الفصل (القاعة).
5	4	3	2	1	54- يساعدني استخدام اللغة العربية على الشعور بالرضى عن اكتسابي للغة الإنجليزية.
5	4	3	2	1	55- بالإمكان استخدام اللغة العربية والإنجليزية معاً أثناء الدرس.
5	4	3	2	1	56- يجب منع استخدام اللغة العربية في الفصل (القاعة).
5	4	3	2	1	57- عندما استخدم اللغة العربية في الفصل أشعر بأنني ارتكب شيئاً خطأً.
5	4	3	2	1	58- يجب توضيح القواعد النحوية الصعبة باللغة العربية.
5	4	3	2	1	59- يعيق استخدام اللغة العربية داخل الفصل من تحدث الإنجليزية بطلاقة.
5	4	3	2	1	60- الطريقة الأفضل لشرح مفردة جديدة هو إعطاء المرادف الإنجليزي للكلمة.

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موافق بشدة	موافق	غير متأكد	غير موافق	غير موافق بشدة	رأيك تجاه استخدام اللغة العربية في فصل(قاعة) تُدرس فيه اللغة الإنجليزية
5	4	3	2	1	61- يعتمد استخدام اللغة العربية على مستوى الطلاب في اللغة الإنجليزية.
5	4	3	2	1	62- في الامتحانات، من المهم إعطاء التوجيهات باللغة العربية.
5	4	3	2	1	63- يجب على الطلاب الاقتصار على استخدام اللغة الإنجليزية حين يعملون معًا على حل تمارين صفية.
5	4	3	2	1	64- الطلاب الذين يستخدمون اللغة العربية في الفصل يعانون من ضعف في اللغة الإنجليزية.

القسم الثالث: تفضيلات استخدام اللغة العربية أو الإنجليزية داخل الفصل
(القاعة)

أمل قراءة العبارات التالية بعناية والإجابة بواسطة وضع دائرة حول الرقم المناسب الذي يعبر عن تفضيلك لاستخدام مدرسك للغة العربية أو الإنجليزية داخل الفصل. ضع إجابة واحدة فقط لكل سؤال.

رجاء ملاحظة أن المعيار هو: دائماً - غالباً - أحياناً - نادراً - أبداً

أبداً	نادراً	أحياناً	غالباً	دائماً	تفضيلات استخدام اللغة العربية أو الإنجليزية داخل الفصل
5	4	3	2	1	65- أحب أن يستخدم المدرس اللغة الإنجليزية عند توضيح المفاهيم الصعبة.
5	4	3	2	1	66- أحب أن يستخدم المدرس اللغة الإنجليزية عند تقديم مادة علمية جديدة.
5	4	3	2	1	67- أحب أن يستخدم المدرس اللغة العربية لضبط سلوك الطلاب.
5	4	3	2	1	68- أحب أن يستخدم المدرس اللغة الإنجليزية لإلقاء الطرائف والنكات مع الطلاب.
5	4	3	2	1	69- أحب أن يستخدم المدرس اللغة الإنجليزية عند شرح تفاصيل التقييم والمنهج الدراسي.
5	4	3	2	1	70- أحب أن يستخدم المدرس اللغة العربية لإعطاء مقترحات عن كيفية التعلم بفعالية أكبر.
5	4	3	2	1	71- أحب أن يستخدم المدرس اللغة الإنجليزية لإعطاء تعليمات حول التمارين أو الواجبات المنزلية.
5	4	3	2	1	72- أحب أن يستخدم المدرس اللغة الإنجليزية للتحقق من مدى فهم الطلاب.
5	4	3	2	1	73- أحب أن يستخدم المدرس اللغة العربية للثناء على الطلاب من أجل تحفيزهم.
5	4	3	2	1	74- أحب أن يستخدم المدرس اللغة الإنجليزية عند إدارة الأنشطة الجماعية المكونة من مجموعات صغيرة داخل الصف.

أبداً	نادراً	أحياناً	غالباً	دائماً	تفضيلات استخدام اللغة العربية أو الإنجليزية داخل الفصل
5	4	3	2	1	75- أحب أن يستخدم المدرس اللغة العربية لشرح الكلمات الجديدة.
5	4	3	2	1	76- أحب أن يستخدم المدرس اللغة الإنجليزية عند شرح العلاقة بين اللغة العربية واللغة الإنجليزية
5	4	3	2	1	77- أحب أن يستخدم المدرس اللغة العربية لتوضيح القواعد النحوية الصعبة.
5	4	3	2	1	78- أحب أن يستخدم المدرس اللغة العربية مع الطلاب الذين مستوياتهم متدنية في اللغة الإنجليزية.
5	4	3	2	1	79- أحب أن يستخدم المدرس اللغة العربية من أجل توفير الوقت.
5	4	3	2	1	80- أحب أن يتعمد المدرس تجنب استخدام اللغة العربية خلال الدرس.
5	4	3	2	1	81- في الامتحانات، أحب أن يعطي المدرس التعليمات باللغة العربية.
5	4	3	2	1	82- أحب أن يستخدم المدرس العبارات العربية الطريفة عندما يريد تسلية الطلاب.
5	4	3	2	1	83- أحب أن يسمح المدرس للطلاب باستخدام اللغة العربية عند مناقشة المواضيع المتعلقة بأنشطتهم اليومية.
5	4	3	2	1	84- أحب أن يستخدم المدرس اللغة العربية لجعل الطلاب يشعرون بثقة أكبر وراحة أكثر.
5	4	3	2	1	85- أحب أن يستخدم المدرس الكلمات المرادفة باللغة الإنجليزية لشرح الكلمات الصعبة.

القسم الرابع: الاستخدام الفعلي للغة العربية أو الإنجليزية داخل الفصل (القاعة)

أمل قراءة العبارات التالية بتمعن والإجابة بواسطة وضع دائرة حول الرقم المناسب الذي يعبر عن رأيك فيما يخص الاستخدام الفعلي للغة العربية أو الإنجليزية خلال دروس اللغة الإنجليزية. ضع إجابة واحدة فقط لكل سؤال.

رجاء ملاحظة أن المعيار هو: دائماً - غالباً - أحياناً - نادراً - أبداً

أبداً	نادراً	أحياناً	غالباً	دائماً	الاستخدام الفعلي للغة العربية أو الإنجليزية داخل الفصل
5	4	3	2	1	86- أتجنب استخدام اللغة العربية في درس اللغة الإنجليزية.
5	4	3	2	1	87- أستخدم اللغة الإنجليزية للتعبير عن مشاعري وأفكاري.
5	4	3	2	1	88- أستخدم اللغة العربية لمساعدتي على المذاكرة للامتحان.
5	4	3	2	1	89- أسأل معلمي أسئلة باللغة العربية.
5	4	3	2	1	90- أتجنب استخدام العربية عندما أعمل في مجموعات مع الطلاب (group/pair work)
5	4	3	2	1	91- أفهم المفردة الجديدة بشكل أفضل عندما أستخدم قاموس ثنائي اللغة.
5	4	3	2	1	92- أستخدم اللغة العربية للتأكد من أنني قد فهمت الكلمة الإنجليزية الجديدة.
5	4	3	2	1	93- أستخدم اللغة العربية للتأكد من أنني قد فهمت القواعد النحوية الصعبة Grammar
5	4	3	2	1	94- أستخدم العربية للتأكد من أنني قد فهمت التوجيهات المعطاة.
5	4	3	2	1	95- أ طرح الأسئلة بالعربية من أجل توفير الوقت.

القسم الخامس: المقدار المستخدم للغة العربية داخل الفصل (القاعة)

أرجو قراءة العبارات التالية بتمعن والإجابة بوضع دائرة حول الرقم المناسب الذي يعبر عن موقفك من المقدار المستخدم للغة العربية داخل الفصل (القاعة). ضع إجابة واحدة فقط لكل سؤال.

رجاء ملاحظة أن المعيار هو: دائماً - غالباً - أحياناً - نادراً - أبداً

المقدار المستخدم للغة العربية داخل الفصل	دائماً	غالباً	أحياناً	نادراً	أبداً
96- ماهو المقدار الذي تراه مناسباً لاستخدام اللغة العربية داخل الفصل (القاعة)؟	1	2	3	4	5
97- ماهو مقدار اللغة العربية الذي تستخدمه فعلاً داخل الفصل (القاعة)؟	1	2	3	4	5
98- ماهو المقدار الذي تراه مناسباً لاستخدام المعلمين للغة العربية داخل الفصل بحيث تساعد الطلاب كثيراً في تعلم اللغة الإنجليزية؟	1	2	3	4	5
99- ماهو مقدار اللغة العربية الذي يستخدمه الطلاب داخل الفصل (القاعة)؟	1	2	3	4	5
100- ماهو المقدار الذي تراه مناسباً لاستخدام الطلاب للغة العربية داخل الفصل (القاعة)؟	1	2	3	4	5
101- إلى أي مدى يقوم معلمك باستخدام اللغة العربية لتوضيح الجوانب المختلفة المتعلقة باللغة؟	1	2	3	4	5
102- إلى أي مدى يقوم معلمك باستخدام اللغة العربية لتنظيم الفصل (القاعة)؟	1	2	3	4	5

شكراً لك على تعاونك مع تمنياتي لك بالتوفيق،،،

Appendix C: Teachers' Questionnaire

This questionnaire is part of my Ph.D. research which investigates the use of the mother tongue (Arabic) in a second Language (English) classroom. The purpose of this questionnaire is to help me understand the reasons for using and avoiding Arabic in the English classroom. This questionnaire is anonymous and is not compulsory. I kindly ask you to answer this questionnaire with all frankness, clarity and accuracy. Please be advised that there is no "right" or "wrong" answer and all answers will be treated as strictly confidential and will be used for scientific research purposes only. Your cooperation in completing this questionnaire is highly appreciated, and if you have any questions, please let me know.

Note: If you want to know the results of the research or any clarification, please do not hesitate to contact me on:

E-mail: yasser.alsuhaibani@newcastle.ac.uk

Thank you for your cooperation,

Yasser Alsuhaibani

Newcastle University,

Section 1: General Questions

Please answer the following questions.

1. Name (optional): _____

2. Age: _____

3. First Language: _____

Please Circle

4. **Your position is:** _____

- A) Teaching assistant. B) Lecturer C) Assistant professor
D) Associate professor E) Professor F) Other: _____

5. **Your highest academic qualification is:** _____

- A) Bachelor degree B) Master's degree C) PhD D) Other:

6. **The major/subject in your highest degree?**

- A) Applied Linguistics B) Phonology C) Translation D) Literature
E) Other (please specify) _____

7. **How many years have you worked as an English teacher?** _____

- A) Less than 5 years. B) 5 – 10 years C) 11 – 15 years
D) 16 – 20 years E) 20 – 25 years F) more than 25 years

8. **This semester you are teaching** _____

- A) English majors B) Non-English majors C) Both of them
D) Neither of them

9. **If you teach English majors, which subject are you teaching this semester?** _

- A) Reading B) Listening C) Writing D) Speaking E) Vocabulary
F) Grammar G) Translation H) Literature I) Other (please
specify) _____

10. Which English language skill do you think the use of Arabic will help students the most?

- B) Vocabulary. B) Grammar. C) Reading. D) Writing. E) Listening.
F) Speaking.

11. How much time have you spent in English speaking countries?

- A) Never been there. B) 1 – 3 years C) 4 – 7 years
D) 8 – 13 years E) 14 – 20 years F) more than 20 years

12. Do you think Arabic should be used in the English language classroom?

- 1) Yes 2) No 3) Not sure

13. Do you think teachers should know and understand the students' mother-tongue?

- 1) Yes 2) No 3) Not sure

14. Is there an official policy regarding the use of Arabic in the English classroom?

- 1) Yes 2) No 3) Not sure

15. Do you think using Arabic will hinder the students' acquisition of English if it is used by the teacher?

- 1) Yes 2) No 3) Not sure

16. Do you think teachers should speak the students' mother-tongue in the classroom?

- 1) Yes 2) No 3) Not sure

17. Should the students use their mother-tongue in the classroom?

- 1) Yes 2) No 3) Not sure

18. Do you think students should be penalized if they use Arabic in the classroom?

- 1) Yes 2) No 3) Not sure

19. What do you classify your students' level in English:

- A) Beginners B) Pre intermediate C) Intermediate D) Upper
intermediate E) Advanced

20. You are trying to pass a real message to a student, for example you are explaining the way the final grade is constituted and the student clearly doesn't understand what you are saying:

- A) Would you use Arabic immediately?
B) Would you persist in English for a while then switch to Arabic?
C) Would you use English only?
D) Would you ask another student to intervene and translate; if you do not speak Arabic?

Section 2: Attitudes towards using Arabic

Please read the following statements carefully and respond by circling the appropriate number that expresses your opinion about the attitudes towards using Arabic in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Strongly Disagree – Disagree – Not Sure – Agree – Strongly Agree)

<i>Attitudes towards using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
21. Students should express themselves only in English in the classroom.	1	2	3	4	5
22. Students may use Arabic for such purposes as telling jokes.	1	2	3	4	5
23. Students should feel free to use Arabic when complaining about the class.	1	2	3	4	5
24. Using Arabic helps the teacher and students to avoid communication breakdowns.	1	2	3	4	5
25. A good teacher uses Arabic inside the English language classroom.	1	2	3	4	5
26. Avoiding Arabic in the English language classroom helps teachers to teach English better.	1	2	3	4	5
27. Students who speak Arabic in the classroom indicate less creativity.	1	2	3	4	5
28. Exclusive use of English is the best way to enhance students' English proficiency.	1	2	3	4	5
29. Using Arabic helps students to understand difficult concepts better.	1	2	3	4	5
30. Students should use English all the time in the English language classroom.	1	2	3	4	5
31. Using Arabic helps students to feel at ease and comfortable and less stressed.	1	2	3	4	5
32. When students work in pairs/groups, they tend to chat in Arabic.	1	2	3	4	5
33. Using Arabic aids comprehension greatly.	1	2	3	4	5
34. It is natural for a native Arabic-speaking student to use Arabic in the classroom.	1	2	3	4	5
35. Using Arabic is more effective in the English language classroom than avoiding it.	1	2	3	4	5

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<i>Attitudes towards Using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
36. Using Arabic is less time consuming.	1	2	3	4	5
37. Using Arabic in the classroom is a matter of quality not quantity.	1	2	3	4	5
38. Highly qualified teachers speak English exclusively in the classroom	1	2	3	4	5
39. The use of Arabic by teachers is an indication of less creativity.	1	2	3	4	5
40. Teachers should use English to introduce new material.	1	2	3	4	5
41. Teachers should use Arabic to give suggestions on how to learn more effectively.	1	2	3	4	5
42. Teachers should consciously avoid the use of Arabic during lessons.	1	2	3	4	5
43. Teachers should give important information, like homework, in English.	1	2	3	4	5
44. I feel guilty when using Arabic in the classroom.	1	2	3	4	5
45. Explaining a difficult word in Arabic will save time.	1	2	3	4	5
46. It is confusing to switch from one language to another during the lesson.	1	2	3	4	5
47. Using Arabic helps students to understand the new vocabulary item better.	1	2	3	4	5
48. A teacher who uses only English in class is less approachable than one who uses Arabic more frequently.	1	2	3	4	5
49. Students understand the grammar better when it is explained in English.	1	2	3	4	5
50. To learn another language well, students should use that language all the time in the classroom.	1	2	3	4	5
51. It is natural for a native Arabic-speaking teacher to use Arabic in the classroom.	1	2	3	4	5

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<i>Attitudes towards Using Arabic</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>
52. Teachers should give instructions about exercises in English.	1	2	3	4	5
53. Native English teachers should know Arabic when teaching Arabic students.	1	2	3	4	5
54. Using Arabic helps me enjoy the lesson.	1	2	3	4	5
55. All English teachers from the department should use only English in the classroom.	1	2	3	4	5
56. All students should be allowed to use Arabic in the classroom.	1	2	3	4	5
57. Using Arabic helps me to feel satisfied with my teaching.	1	2	3	4	5
58. Both English and Arabic can be integrated during the lesson.	1	2	3	4	5
59. Arabic should be banned in the English language classroom.	1	2	3	4	5
60. When I use Arabic, in the English language classroom, I feel I am doing something wrong	1	2	3	4	5
61. Difficult grammar points should be explained in Arabic.	1	2	3	4	5
62. Using Arabic in the classroom hinders fluency in English.	1	2	3	4	5
63. The best way to present a new word is to give the English synonym for it.	1	2	3	4	5
64. Using Arabic in the classroom depends on the English level of the students.	1	2	3	4	5
65. In exams, it is important to give the instructions in Arabic.	1	2	3	4	5
66. Students should use only English when working together on a task in the classroom.	1	2	3	4	5
67. Students who speak Arabic inside the classroom have a low English proficiency level.	1	2	3	4	5

Section 3: Actual Use of Arabic/ English

Please read the following statements carefully and respond by circling the appropriate number that best reflects your views of your use of Arabic/ English in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Always – Often – Sometimes – Rarely– Never)

<i>Actual Use of Arabic/ English</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
68. I use English to explain difficult concepts.	1	2	3	4	5
69. I use English to introduce new material.	1	2	3	4	5
70. I use Arabic to manage students' behaviour.	1	2	3	4	5
71. I use English to tell jokes around with students.	1	2	3	4	5
72. I use English for assessment details and class outlines.	1	2	3	4	5
73. I use Arabic to give suggestions on how to learn more effectively.	1	2	3	4	5
74. I use English to give instructions about exercises or homework.	1	2	3	4	5
75. I use Arabic to check for comprehension.	1	2	3	4	5
76. I use Arabic to praise students in order to motivate them.	1	2	3	4	5
77. I use English to carry out small-group work.	1	2	3	4	5
78. I use Arabic to define new vocabulary items.	1	2	3	4	5
79. I use English to explain the relationship between English and Arabic.	1	2	3	4	5
80. I use Arabic to explain difficult grammar points.	1	2	3	4	5
81. I use Arabic more with lower level students.	1	2	3	4	5
82. I use Arabic in order to save time.	1	2	3	4	5

APPENDICES

<i>Actual Use of Arabic/ English</i>	Always	Often	Sometimes	Rarely	Never
83. I consciously avoid the use of Arabic during lessons.	1	2	3	4	5
84. In exams, I give the instructions in Arabic.	1	2	3	4	5
85. I use humorous Arabic expressions when I want to 'entertain' my students.	1	2	3	4	5
86. I allow students to use Arabic while discussing topics related to everyday matters.	1	2	3	4	5
87. I use Arabic to help students feel more comfortable and confident.	1	2	3	4	5
88. I use English synonyms to explain difficult vocabulary.	1	2	3	4	5

Section 4: The Frequency of Arabic use During the Lesson

Please read the following statements carefully and respond by circling the appropriate number that expresses your opinion about the frequency of using Arabic in the English language classroom. Give one answer only for each statement.

Notice that the scale is (Always – Often – Sometimes – Rarely– Never)

<i>The Frequency of Arabic Use During the Lesson</i>	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
89. How often do you think Arabic should be used in the classroom?	1	2	3	4	5
90. How often do you actually use Arabic in the classroom?	1	2	3	4	5
91. How often do you think teachers should use Arabic in the classroom that is most helpful to students in learning English?	1	2	3	4	5
92. How often do students use Arabic in the classroom?	1	2	3	4	5
93. How often do you think that students should use Arabic in the classroom?	1	2	3	4	5
94. How often do you use Arabic to explain different aspects of language?	1	2	3	4	5
95. How often do you use Arabic to organize the classroom?	1	2	3	4	5

Section 5: Opinions, Positive, Negative and Comments about Using Arabic

Do you accept or reject Arabic in English classes? Please state at least your three top reasons for using or avoiding Arabic in your classes. You can write more reasons on the back of this sheet.

1. _____

_____.

2. _____

3. _____

What do you think are the positive sides of using Arabic?

What do you think are the negative sides of using Arabic?

Please write down any further comment you would like to mention.

Thanks for your cooperation

Appendix D: Observation Checklist

Module: _____ **Topic:** _____
Number in Class [] **Date:** _____
Level [] **Preparatory year []**
Length in minutes [] **Teacher:** _____

Does **the teacher** describe himself as a fluent in the TL [] fairly fluent []
not fluent [].

Description of Lesson:

Teacher Centred [] Oral presentation [] Writing/Reading Alone []
Pupils Centred [] Pair Work [] Writing/Reading in Groups []
About half of each [] Group Work [] Listening to Tape []
Listening to Teacher []

A. Teacher Use of Arabic

1. When giving instructions for an activity or when giving clarification

[]
[] []

Comments:.....
.....
.....
.....
.....
.....

2. When giving instructions for an activity which some pupils seemed not
to understand.

[]
[] []

Comments:.....
.....
.....
.....
.....

3. When giving directions or changing the focus of the lesson (e.g. 'close books')

[]
[] []

Comments:.....
.....
.....
.....
.....

4. When making disciplinary/management intervention (e.g. 'stop talking', listen all of you)

[]
[] []

Comments:.....
.....
.....
.....
.....

5. When talking on a one-to-one basis with a pupil with rest of class being able to hear (e.g. 'have you done your homework, Ali?')

[]
[] []

Comments:.....
.....
.....
.....
.....

6. When talking on a one-to-one basis with a pupil without rest of class
ostensibly being able to hear (e.g. 'are you feeling OK?')

[]
[] []

Comments:.....
.....
.....
.....

7. When praising, encouraging

[]
[] []

Comments:.....
.....
.....
.....
.....

8. When correcting an oral response

[]
[] []

Comments:.....
.....
.....
.....

9. When commenting or giving feedback

[]
[] []

Comments:.....
.....
.....
.....

10. When Confirming (e.g. parroting)

[]
[] []

Comments:.....
.....
.....
.....

11. When translating or asking for translation

[]
[] []

Comments:.....
.....
.....
.....

12. When, in your judgment, the teacher did not know the L2 phrase or word

[]
[] []

Comments:.....
.....
.....
.....

13. When talking about the culture of the target country

[]
[] []

Comments:.....
.....
.....
.....
.....

14. When teaching a more 'Language Awareness' part of the lesson

[]
[] []

Comments:.....
.....
.....
.....

15. When attempting to explain a grammatical point

[]
[] []

Comments:.....
.....
.....
.....

Other uses (e.g. greeting student in Arabic)

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

B. Students' Use of Arabic

1. Greeting the teacher in Arabic:

[]
[] []

Comments.....
.....
.....
.....

2. Chatting with the teacher in Arabic:

[]
[] []

Comments:.....
.....
.....
.....

3. Chatting with each other in Arabic:

[]
[] []

Comments:.....
.....
.....
.....

4. Asking questions in Arabic:

[]
[] []

Comments:.....
.....
.....
.....

5. Working with peers/groups in Arabic:

[]
[] []

Comments:.....
.....
.....
.....

6. Using bilingual dictionaries to check the meaning of new items:

[] []

Comments:.....
.....
.....
.....

7. Using Arabic to show that they understand the lesson:

[] []

Comments:.....
.....
.....
.....

8. Responding to the teacher's question in Arabic:

[] []

Comments:.....
.....
.....
.....

Other uses:
.....
.....
.....
.....
.....

Appendix E: Observation Checklist in Classroom

A. Teacher's Use of Arabic

1. When giving instructions for an activity or when giving clarification
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
 When giving instructions for an activity which some pupils seemed not to understand.
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
2. When giving directions or changing the focus of the lesson (e.g. 'close books')
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
3. When making disciplinary/management intervention (e.g. 'stop talking', listen all of you)
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
4. When talking on a one-to-one basis with a pupil with rest of class being able to hear (e.g. 'have you done your homework, Ali?')
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
5. When talking on a one-to-one basis with a pupil without rest of class ostensibly being able to hear (e.g. 'are you feeling OK?')
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
6. When praising, encouraging
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
7. When correcting an oral response
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
8. When commenting or giving feedback
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
9. When Confirming (e.g. parroting)
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
10. When translating or asking for translation
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
11. When, in your judgment, the teacher did not know the L2 phrase or word
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
12. When talking about the culture of the target country
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
13. When teaching a more 'Language Awareness' part of the lesson
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []
14. When attempting to explain a grammatical point
 [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []

Other uses (e.g. greeting student in Arabic)

.....

.....

B. Students' Use of Arabic

1. Greeting the teacher in Arabic:

[] []

2. Chatting with the teacher in Arabic:

[] []

3. Chatting with each other in Arabic:

[] []

4. Asking questions in Arabic:

[] []

5. Working with peers/groups in Arabic:

[] []

6. Using bilingual dictionaries to check the meaning of new items:

[] []

7. Using Arabic to show that they understand the lesson:

[] []

8. Responding to the teacher's question in Arabic:

[] []

Other uses:

.....

.....

.....

.....

Appendix F: Sample Student Interview

[Student X, a 20-year-old; interview lasted 40 minutes]

Yasser: It is a conversation more than an interview. Tell me your story in learning English before the university.

Student: At the beginning, I did not like English because the teachers did not care [about teaching it]. The teacher used to mark the group of letters that you wrote even they did not make up a word. So, I was not interested in English because the teachers were not interested too. In the secondary school it...

Yasser: This was in the intermediate school?

Student: Yes. In the secondary school, there was a teacher encouraged me to love English. He made me think that English is easy, and he sometimes chatted with me in English. The main reason that helped me to improve my English is American movies.

Yasser: Do you watch them with the subtitle?

Student: Yes, and I memorize it and stick in my mind the words that I like their sounds and put in my mind.

Yasser: Did you study English before the intermediate school?

Student: No.

Yasser: Even in the summer vacation?

Student: No, never.

Yasser: Did you study the Preparatory Year here?

Student: Yes.

Yasser: Tell me about the Preparatory Year.

Student: The instructors who taught me in the first term were British, Americans and Egyptians. They were excellent. Every one of them was teaching a certain course, and I got benefited. In the second term, the instructors were new; if I asked them, they would not know how to answer. This is the problem that I faced in the second term in the Preparatory Year.

Yasser: An instructor who teaches English would not know how to answer, how?

Student: He would say: "I will answer you later." although he is British. Also, I used to ask a Canadian instructor in Grammar, but he could not answer me. He faced difficulties sometimes.

Yasser: In your opinion, what is the reason?

Student: I do not know. I am stunned too. I asked the instructor once: "You said this, what if I did it in another way, what would happen?" he would say "I will answer you tomorrow."

Yasser: Did he get to you the next day?

Student: No, if I asked him again, he would say that he forgot.

Yasser: What do you think about the reason of variation in the Preparatory Year? Someone instructors are good and the others are not? Do you think that the standards of selection are the same?

Student: An instructor told me that the foreigners apply for a company. Then, the university hires from this company. But what I noticed is that the instructors who taught me in the first term have been teaching for thirteen or fourteen years, and [some of them have been taught for] twenty years. However, those who taught me in the second term have been teaching for three or four years.

Yasser: So, the levels of the instructors vary.

Student: Yes.

Yasser: Do you think that there is professionally [when choosing an instructor to teach] or because English is his mother tongue it might be enough?

Student: I think that he is chosen because English is his mother tongue.

Yasser: What if he had a visa of taxi driver in Britain?

Student: I do not know, but I do not think so. They are real instructors but not good ones. Maybe they were secondary school teachers or something.

Yasser: Did you study with students who did not study the Preparatory Year?

Student: No, all of them are in the Preparatory Year.

Yasser: Did you know other students or groups outside in the Preparatory Year?

Student: No, all of them are with me, and they are enrolled in the new system of the preparatory year.

Yasser: I wanted to ask you about the difference between the students of the Preparatory Year and other students who do not study it, but it seems that you do not know other students.

Student: I heard some instructors who taught us that the students who graduated from secondary school are very weak in English, but the students who studied in the Preparatory Year are able to participate in the lectures.

Yasser: Do you feel that you are motivated to learn English now?

Student: Yes, I am so keen to learn it.

Yasser: Great! Why are you keen?

Student: I want to continue studying. And I want to go abroad and sightseeing.

Yasser: Sightseeing or studying?

Student: Both sightseeing and studying. I want to continue my education till I get the PhD.

Yasser: Great! May Allah make it easy for you.

Student: Amen.

Yasser: Do the instructors, whether here or in the Preparatory Year, use Arabic during the lectures?

Student: The instructors in the Preparatory Year do not use Arabic because most of them do not know Arabic. Here, the instructors use Arabic.

Yasser: What about the Egyptian instructor who taught you?

Student: The Egyptian instructor never speaks in Arabic. It is said that he is an Egyptian, but in the classroom, he used to speak totally English with the British accent. The only time he spoke in Arabic was when the student made him upset.

Yasser: You mean that he shouted at him?

Student: Yes, no, no, he did not shout, he advised the student.

Yasser: And he advised him in Arabic. Here?

Student: Here, some instructors use Arabic and English half and half.

Yasser: Do you mean that they speak Arabic in the half of the lecture?

Student: No, they speak in Arabic just in some parts. Not all of the instructors do that.

Yasser: How much do they use Arabic?

Student: They use it by almost 38%.

Yasser: They speak in Arabic by 38%.

Student: Almost, up to 40%.

Yasser: Why did you say that it is 38%?

Student: I felt that forty is too much and thirty five is too little so I let it in the middle.

Yasser: Do you think that 38% for using Arabic is too much or not?

Student: I think that it is too much.

Yasser: Do all of the instructors use Arabic by 38%, or do they differ?

Student: No, they differ. I do not want to mention names.

Yasser: OK, I do not want names. Just tell me why the percent is thirty eight?

Student: If you evaluate all of instructors,

Yasser: I will get this percent?

Student: Yes.

Yasser: I want the percentage in each singular lecture.

Student: It depends on the instructor. Some instructors mix Arabic and English and some never mix anything with English.

Yasser: What is the maximum use of Arabic in each lecture?

Student: It reaches thirty eight.

Yasser: Do you mean that there are instructors using Arabic up to 38% and 40%?

Student: Yes, almost. Some of them never use Arabic.

Yasser: Do you think that using Arabic by 38% and 40% is too much or not?

Student: In fact, it is too much.

Yasser: Do not you think that using Arabic during the lecture helps in learning English?

Student: As for me, I do not need it because, thanks to Allah, I memorize the words, and I can explain what I want, but some of my colleagues are weak in English so they struggle and need to be taught in Arabic. We are in level three, and we should be taught in English.

Yasser: Learning everything in English?

Student: Yes.

Yasser: From your experience, when was Arabic helpful in the class and when it was unhelpful or had a negative effect?

Student: In the first grade in secondary school, I did not know English at all, and the teacher spoke Arabic half of the time and the other half was in English. So, that period was appropriate for Arabic. But now, the collage is supposed to be using only English. We have studied six years and the Preparatory Year in English so Arabic is not helpful in collage.

Yasser: Some people say that these six years are useless.

Student: It depends on the teachers and the student's comprehension and understanding. Some students cannot accept English even if the teacher is excellent. It is about the student's ability and the teacher's capability in teaching.

Yasser: So, you are with using Arabic for the beginners.

Student: Yes.

Yasser: Do the instructors allow you to use Arabic in the university?

Student: No, they do not try to force us to use Arabic, but they tell us to speak in English.

Yasser: Do the students obey them or not?

Student: There are students who interact and talk with them. There are few who try, and if they do not know, they say sentences with mistakes, and some students ask their classmates who are next to them what to say to the instructor.

Yasser: When do they use Arabic in classroom if they use it? And when do you use Arabic in the classroom?

Student: I never used Arabic with the instructors.

Yasser: Never ever?

Student: I try not to use Arabic with him.

Yasser: "I try." means that you have used it.

Student: I rarely use it.

Yasser: Which are the rare situations that you used Arabic in?

Student: Sometimes, if the instructor speaks in Arabic about unrelated topic, I talk with him in Arabic, but I will never use Arabic if it is related to the lesson.

Yasser: You mean chatting?

Student: Yes, chatting about topics that are not related to the lesson, but I would never use Arabic if it is related to the lesson.

Yasser: What about using Arabic with the students?

Student: I use Arabic with the students.

Yasser: Even if the instructor is present?

Student: Even if he is present.

Yasser: When do you speak in Arabic?

Student: All the time with my colleagues, we do not speak in English,

Yasser: Even during the group work?

Student: We speak in Arabic.

Yasser: I will ask you about certain situations, and you tell me if you always, often, sometimes, rarely or never you use Arabic: in group work, do you always or often use Arabic?

Student: Do you want the reality or my point of view?

Yasser: I want the reality.

Student: Always.

Yasser: When answering the instructor's questions?

Student: What do you mean?

Yasser: If the instructor asks you, do you always answer him in Arabic?

Student: For me, I never use Arabic.

Yasser: When asking for help or more explanations?

Student: I never use Arabic.

Yasser: What if you talk about topics that are not related to the lesson?

Student: I use Arabic sometimes.

Yasser: Do you prefer Arabic or English in the following situations: Explaining grammar?

Student: English.

Yasser: Explaining words?

Student: English.

Yasser: Translating unfamiliar words and ambiguous sentences?

Student: It depends on the words and sentences. It can be sometimes in Arabic and sometimes in English.

Yasser: If the instructor corrects your mistakes?

Student: I did not understand, would you explain?

Yasser: Do you want the instructor correct your mistakes in Arabic or in English?

Student: In English.

Yasser: When explaining the mistakes for you?

Student: If he repeats the question, but I did not understand.

Yasser: But you prefer it to be in English at the beginning?

Student: Yes.

Yasser: thank you so much, by the way, how old are you, (...)?

Student: I am twenty-year-old.

Appendix G: Student's Interview (Arabic Version)

ياسر: طيب سواليف اكثر من انها مقابلة مرتبة علمني عن تاريخك في تعلم اللغة قبل الجامعة
طالب: في البداية اللغة الانجليزية ماكنت احبها نهائيا والمدرسين ماكانوا مهتمين يعني في
مدرس يجلس تكتب له احرف يحط لك صح حتى لو ماتعتبر كلمة فما اهتمت باللغة الانجليزية
بسبب المدرسين كانوا مو مهتمين اصلا في الثانوي كان ..

ياسر: هذا الكلام عن المتوسط؟

طالب: ايه, في الثانوي كان في مدرس كان هو اللي شجعتني على حب الانجليزي كان يحسني
ان الانجليزي سهل وكان يسولف معي بعض الاحيان بلانجليزي والحمد لله ومشت والسبب
الرئيسي اللي خلاني امشي في الانجليزي هو الافلام الامريكية

ياسر: وتشوفها بالترجمة؟

طالب: ايه واحفظ الكلمات اللي يعجبني نطقها وتمسك في راسي
ياسر: قبل المتوسط درست انجليزي؟

طالب: لا

ياسر: في الصيف؟

طالب: ابدأ مافيه

ياسر: درست سنة تحضيرية هنا؟

طالب: ايه نعم

ياسر: علمني عن السنة التحضيرية؟

طالب: مدرسين اجانب اللي هم بريطانيين امريكيين وكنديين وفيه مصريين
اللي درسوني في الترم الاو ممتازين كانوا ماخذين منهج معين ومستفيد منهم, في الترم الثاني
كانوا توهم جدد فأسأله السؤال مايعرف يجاوب هذي المشكلة اللي واجهتها في السنة
التحضيرية

في الترم الثاني

ياسر: مدرسين انجليزي شلون مايعرف يجاوب؟

طالب: يقولي اجيب لك اياه بعدين رغم انه بريطاني وفي كندي اسأله سؤال في القرمر
مايجاوب عليه يواجه صعوبه بعض الاحيان

ياسر: تتوقع ليش؟

طالب: والله ما عندي علم حتى انا استغربت, اجي اقله انت قلت كذا طيب لو جت بالطريقة
الثانية اش تطلع يقعد شوي بعدين يقول اجيب لك اياها بكرة

ياسر: ويجيب لك اياها بكرة؟

طالب: لا اسأله مرة ثانية يقول نسيت

ياسر: تتوقع ليش الاختلاف في التحضيرية واحد كويس وواحد مو كويس تتوقع المعايير
وحدة

في اختيارهم اش لا شكلية بالضبط؟

طالب: والله اللي سمعته من الدكتور تقدم على شركة يقول اللي يجون من الاجانب يقدم على
شركة, الشركة هذي نفس الجامعة تاخذ منهم هذا كلام احد الدكاترة لكن اللي لاحظته ان اللي
درسوني الترم الاو لهم سنين يدرسون ثلاثطعش اربعتعش تصل الى عشرين سنة اللي

درسوني في هذي مالهم ثلاث سنوات اربعة

ياسر: يعني المستوى متباين في المدرسين

طالب: ايه

ياسر: تتوقع في مهنية والا عشان لغته الام انجليزي درس؟

- طالب:** انا اقول يمكن عشان لغته الانجليزية
ياسر: يعني لو لقوا مثلا فيزته سواق تكسي في بريطانيا
طالب: والله مدري لا ماتوقلان هم مدرسين لكن مستوياتهم ميب جيدة بس مدرسين اساس كانوا
 مدرسين ثنوي وكذا
ياسر: تدرس مع طلاب مب في التحضيرية هنا في الكلية
طالب: لا كلهم في التحضيرية؟
ياسر: مدارس مع طلاب او مجموعة ما تعرف ناس مب في التحضيرية؟
طالب: لا كلهم اللي معي في التحضيرية النظام الجديد
ياسر: لان في سؤال بسالك اياه ويبدو انك ماتعرف احد اش الفرق بين طلاب التحضيرية وغير التحضيرية؟
طالب: والله سمعت من المدرسين الدكاترة اللي يدرسونا اللحين يقولون الطلاب اللي يجون من الثنوي اللغة عندهم معدومة لكن اللي يجون من التحضيرية اغلبهم عندهم امكانية في الاخذ والعطى في المحاضرة
يسار: تشعر الان ان عندك دافعية في تعلم النجليزي؟
طالب: نعم متحمس
ياسر: ممتاز ليش متحمس؟
طالب: والله ودي اكمل، ودي اسافر برا واخذ واعطي برا للدول اللي فيها سياحة
ياسر: سياحة والادراسة؟
طالب: في السياحة والدراسة انا ودي اكمل الدراسة الى الدكتوراة
ياسر: الله يوفقك ممتاز
طالب: امين
ياسر: بالنسبة للمدرسين سواء هنا والا التحضيرية يستخدمون العربي في الفصل؟
طالب: اللي في التحضيرية لاو اللي هنا نعم التحضيرية لان اغلبهم مايعرف عربي
ياسر: طيب المصري اللي درسك؟
طالب: المصري نهائيا مايتكلم عربي قالوا انه مصري حتى دخل الفصل اللغة بريطانيا بحتة ماتكلم الا اخر الترم بسبب طالب نرفزه
ياسر: يعين هاوشه
طالب: ايوه لا ما ماهاوشه نصحه نصح
ياسر: وعطاه اياه بالعربي، وهنا؟
طالب: هنا نص عربي ونص انجليزي ما هو كل المدرسين
ياسر: نص الحصة؟
طالب: لا بعض المحاور في كلامه يعطي بالعربي بعض الاحيان ومو كل الدكاترة
ياسر: كم النسبة المئوية في استخدام العربي؟
طالب: تقريبا ثمانية وثلاثين في المية بالعربي
ياسر: ثمانية وثلاثين بالمية عربي
طالب: تقريبا الى اربعين
ياسر: ليش ثمانية وثلاثين!
طالب: لا ما ابي اقولك اربعين احسها كثيرة ولا اقولك خمسة وثلاثين احسها قليلة فحطيتها بالنص.
ياسر: تحس ان ثمانية وثلاثين كثيرة والا قليلة؟
طالب: والله شوي كثيرة بالنسبة للعربي

- ياسر:** كل المدرسين ثمانية وثلاثين والا يختلفون؟
- طالب:** لا لا مختلفين ومابي احدد اسامي
- ياسر:** لا بدون اسماء ان اصلا ما ابغى اسماء قول لي كيف ثمانية وثلاثين؟
- طالب:** ان جمعت المدرسين كلهم
- ياسر:** وحطيت؟
- طالب:** ايه
- ياسر:** لانا ابي في الحصة الواحدة
- طالب:** على حسب الدكتور في دكتور ميكس عربي انجليزي وفي دكتور لا يدخل بالانجليزي
- ياسر:** اش الـ (الماكسيم) في استخدام العربي في الحصة الواحدة بالنسبة المئوية؟
- طالب:** يصل الى الثمانية وثلاثين
- ياسر:** اها يعني في مدرسين يستخدمون ثمانية وثلاثين الى اربعين في المية عربي ؟
- طالب:** تقريبا وبعضهم مايستخدم
- ياسر:** تحس كثير والا قليل اربعين ثمانية وثلاثين في المية؟
- طالب:** والله كثيرة مرة
- ياسر:** ماتظن ان استخدام العربي في الفصل يساعد في تعليم الانجليزي؟
- طالب:** بالنسبة لي لا الحمد لله لان عندي كلمات وحفظ فما واجه حتى اقدر اشرح اللي ان ابغاه في بعض الطلاب من الزملاء اشوف ان ماعنده لغة نهائيا فيعاني لا زم يتعلم بالعربي , يمكن المستوى احنا المستوى الثالث مفوض نتعلم بالانجليزي.
- ياسر:** كل شي بالانجليزي؟
- طالب:** نعم
- ياسر:** من تجربتك متى كان العربي مفيد ف يالفصل ومتى كان مضر او استخدامه سلبي؟
- طالب:** في اولى ثنوي ماكان عندي لغة نهائيا فكان المدرس يعطينا نص عربي ونص انجليزي فكان هذا الوقت الممتاز للعربي. لكن حاليا في الجامعة المفروض كله انجليزي. وكم درسنا ست سنوات وبعدين سنة تحضيرية هذي كله الانجليزي فالمفروض يكون فعشان كذا الجامعة مايصلح لها عربي
- ياسر:** طيب البعض يقول الست سنوات هذي ما لها قيمة
- طالب:** على حسب المدرسين والطالب حسب فهمه واستيعابه في بعض الطلاب ماتقبل الانجليزي نهائيا حتى لو كان المدرس ممتاز , قابلية الطالب والمدرس اذا كان عند امكانية
- ياسر:** يعني انت مع استخدام اللغة العربية للمبتدئين
- طالب:** نعم
- ياسر:** طيب المدرسين يسمحون لكم تستخدمون عربي في الجامعة؟
- طالب:** يحاولون لا , يسمحون لكن يقولون تكلموا انجليزي
- ياسر:** والطلاب يسمعون الكلام والا؟
- طالب:** لا الحمد لله في بعض الطلاب يحاول يتكلم ويتجاوب معاه , قليل اللي كلهم يحاولون بالانجليزي حتى لو ما يعرف يعطي جملة بالغلط بعضهم يسأل زميله اللي جنبه بقوله كذا علمني عشان اقول له.
- ياسر:** طيب اذا استخدموا عربي متى يستخدمون داخل الفصل؟ او انت متى تستخدم عربي داخل الفصل؟
- طالب:** والله مع الدكتور ماقد استخدمت
- ياسر:** اطلاقا ؟
- طالب:** مرة احاول ما استخدم معاه
- ياسر:** احاول يعني قد استخدمت

- طالب:** استخدمت بس نادر
- ياسر:** النادر هذا اش الحالات اللي استخدمت فيها عربي؟
- طالب:** بعض الاحيان اذا بدا يتكلم الدكتور بالعربي واخذ منحى عن الدرس ابدأ اتكلم معه عربي اما في موضوع في الدرس ما اتكلم نهائياً
- ياسر:** يعني السواليف؟
- طالب:** ايه سوالييف خارج الدرس اتكلم عربي ام الدرس نفسه لا ما اتكلم عربي نهائياً
- ياسر:** طيب مع الطلاب؟
- طالب:** لا مع الطلاب عربي
- ياسر:** حتى لو المدرس موجود؟
- طالب:** حتى لو موجود
- ياسر:** متى تتكلم عربي؟
- طالب:** مع زملائي كل الوقت بالانجليزي ما نتكلم
- ياسر:** حتى لو كنتم في (قروب وورك)
- طالب:** نتكلم عربي
- ياسر:** انا بعطيك حالات معينة وانت قول لي (اولويز) والا (اوقتن) والا (سمتايمز) والا (ريرلي) والا (نيفر) تستخدمون عربي:
- لما يكون عمل جماعي اش تختار (اولويز) والا (اوقتن) الخ تستخدمون عربي في الفصل؟
- طالب:** يعني من وجهة نظري والا الحقيقي؟
- ياسر:** لا الحقيقي
- طالب:** اولويز
- ياسر:** اذا جاوبت على اسئلة المدرس؟
- طالب:** كيف يعني
- ياسر:** اذا سألك المدرس وجاوبت انت تجاوبه بالعربي هل هو اولويز والا
- طالب:** نيفر (فور مي نيفر)
- ياسر:** اذا سألت للمساعدة ومزيد شرح؟
- طالب:** بالعربي نيفر
- ياسر:** اذ تكلمتوا في مواضيع مهية داخله في الدرس؟
- طالب:** (أربك سمتايمز)
- ياسر:** بعطيك حالات معينة اش تفضل فيها عربي والا انجليزي؟
- اذا شرح القمر؟
- طالب:** انجليزي
- ياسر:** شرح كلمات؟
- طالب:** انجليزي
- ياسر:** ترجمة كلمات غير معروفة او جمل غير واضحة
- طالب:** (انس ديبينتر سمتايمز اربك سم تايمز انقلش)
- ياسر:** اذ صح لك الاخطاء المدرس؟
- طالب:** كيف ما فهمت
- ياسر:** اذا صح لك المدرس اخطائك تبغاه بالعربي والا بالانجليزي يصح لك؟
- طالب:** لا بالانقلش
- ياسر:** يشرح لك الخطأ وكذا
- طالب:** اذا كذا ما فهمت السؤال عاد لي ايها وما فهمته
- ياسر:** لكن في البداية انجليزي
- طالب:** ايه

ياسر: جزاك الله خير طيب كم عمرك يا (...)?
طالب: عشرين

Appendix H: Sample Teacher's Interview

Mr. T1, an English native-speaking teacher, age 44.

Yasser: I would like to ask about your experience in teaching English please?

Teacher: Teaching English as a second language?

Yasser: Yes, please.

Teacher: About 10 to 11 years' experience in teaching English as a second language, not in the university, also in institutes like Wall Street and Berlitz and others about 4-5 institutes in Saudi Arabia and also in other countries.

Yasser: Could you please tell me about the differences between teaching English in institutions and the college?

Teacher: Institutions, the method is more direct and less lecture, teacher talks less and students talk more. It is more interactive, fewer students and more facilities for direct communication like smart board and things like that. Everything enhances communication. The facilities in the college are more set for a lecture type format. Teachers are actually encouraged to lecture, it is accepted to lecture. So, the teacher talks 70% -80% of the time it would not be a problem; whereas in the institutes that would be a problem, the students want to talk more. There is a big difference in methodology.

Yasser: And you think it is better to have more facilities in the classroom?

Teacher: Of course, the less of the teacher talking time the better it is for the student, the more of the teachers talking time the worse it is for the students. But here students prefer teachers to talk; they think it is normal that the teacher talks and students listen. Teacher centred is considered norm and accepted and good for them and even for the admiration. I think TTT (teach talk time) should be less.

Yasser: What about the difference between teaching in other countries and the college?

Teacher: The problem with other countries is in one class you will find people speaking different languages; so it will be more difficult. Here all of them are speaking Arabic, and if I have to translate something I will use Arabic. But if I am teaching in England, Germany or France then that is a problem; I could not use translation; because some guys speak German and others speak French. Here I can speak Arabic I can get cross everybody with one word; so it is much easier.

Yasser: Many language educators think that the mother tongue should be excluded from EFL classes. What is your opinion?

Teacher: My opinion is it should be minimised as much as possible. In the past I did use Arabic when I am teaching English to explain some concepts, sometimes you know words, then I realised that the students starting depending on it and they were respecting me to use Arabic almost; so I decided to cut it, because the students started to depend on Arabic as a means for the teacher to explain things. And if I do not use Arabic they are forced to ask me in English. They want me to model the word, maybe draw it, maybe act it; so I thought it is better to minimise the use of Arabic through experience here in this college.

Yasser: What do you mean by “minimise” in term of numbers, percentage?

Teacher: Save time! Sometimes I have to save time. For example, the word like ‘shark’ and the students are beginners and do not know the word, if I draw a shark or act it, it will take 10-15 seconds, but if I just say “QERSH” boom! I save a lot of time. So maybe using 1% or 0.5% two or three words in Arabic in the whole class, absolute minimum, essential. Because I was using it more before and I realised the students were not encouraged to speak English, they were starting to get used to it.

Yasser: How do you feel when you speak English all the time and the students maybe cannot understand you?

Teacher: I use different strategies to explain the word. I will try definition of course, if that won’t work then I will use it in a sentence, I will give them a context, I will tell them the word is a verb, adjective; use different ways to meaning across, maybe draw a picture, the last resort I will use translation. If everything fails (after two or three times) I will get to translation; but hopefully that will not happen and usually it does not happen.

Yasser: I learned from you that you studied Arabic in Syria, so Arabic was your target language and English was the mother tongue; did you use English in the classroom?

Teacher: Unfortunately, no. I used no English in the classroom and also the teacher, she only used Arabic not a word of English, and this is the methodology there, even the dictionary is Arabic-Arabic dictionary. Among us students we were talking in English, but the teacher no, we even do not know if she knows any English, and this is good because it forced us to speak Arabic. We are not getting any

English from her. But I noticed that the beginner students suffered with this methodology.

Yasser: So you think we may use some Arabic with beginners?

Teacher: For beginner, beginner, beginner; otherwise it is very discouraging and I noticed that.

Yasser: How can you know they are beginners, here in in the college some students reach level 7 and 8 and they are beginners in some aspects in English?

Teacher: We have to differ between starter and beginner. Starters are almost zero and cannot construct a sentence which we do not have here. With beginners like here I can get my concept through without any Arabic.

Yasser: Is there an official policy regarding the use of Arabic or English in the department, college or university?

Teacher: Indirectly we are told not to use Arabic; nothing written. Behind our minds we know it is not expected from us to use Arabic in the class. There is a policy; especially now with the Head of the Department, he put signs out in board “No Arabic”; this made more evident. But I have been taught in CELTA methodology (Certificate in English Language Teaching to Adults) which minimise Arabic use.

Yasser: I would like to ask you about situations here and if you use Arabic or not with them: greeting, explaining grammar, explaining vocabulary and communicating with students in topics not related in to the lesson?

Teacher: NO, no, no Arabic. In greeting I have to use the Islamic “Arabic” greeting: ALSALAAM ALAIKUM ‘peace upon you’ and that is it. However, everything, all the concepts in English and it is more difficult this way but students like it and appreciate it. Sometimes I use it for individual words never sentences 10, 15 words max and also to explain grammatical constructions but rarely.

Yasser: Do not they feel bored when you speak English all the time?

Teacher: No, not really because they are benefiting also, listening even if they do not understand 100%. Once you start talking in Arabic it will start increasing and almost half of the class will become Arabic. It is a very dangerous policy I think.

Yasser: Do you allow students to use Arabic?

Teacher: Speaking, no. I always discourage; but only if they have to translate, yes. I do if I want to get the meaning of the word across. So, if I do not know the Arabic meaning I will ask a student to tell us what it means. Usually there will be a student who has good translation skills in the class.

Yasser: How do you feel when students do not use English in the class and how do you deal with it?

Teacher: This is a big concern. My goal is to decrease TTT and increase students talking time. So, if they are not using English in the class and if I am talking all the time I consider that as a quality of a bad teacher. Maybe it is good for a lecture format to let the teacher do most of the talk but for a foreign language classroom TTT has to be low.

Yasser: What is your teaching approach used in the classroom?

Teacher: The direct method, the communicate method.

Yasser: As far as I know direct method does not allow any L1 in the classroom?

Teacher: That is so extreme; 100% is impossible for me, I use Arabic but once in a blue moon.

Yasser: Have you ever felt guilty when you use Arabic?

Teacher: Yes, very guilty. I go on with a bad guilt conscience “loul” especially if I use a lot of it I feel guilty. I feel I am not doing my job and I feel bad.

Yasser: Do you think that using Arabic is a sign of less creative teaching?

Teacher: I think it is a sign of a teacher who has not learned the correct ESL methodology. He is not been trained to teach ESL classrooms. If he uses the CELTA approach he will learn about not using the mother tongue and how to explain everything using the target language. I am not saying he is a bad teacher I am say he does not have the training.

Yasser: Would you evaluate a teacher as being inefficient if he uses Arabic?

Teacher: For ESL skill classes I will consider him inefficient, it is a failure. However, in other English classes i.e. ‘applied linguistics, language and culture or psycholinguistics...etc.’ possibly you use Arabic because you are explaining difficult concepts in linguistics.

Yasser: Do you allow using Arabic in answering your questions, working in pairs, asking for help and talking informally with you?

Teacher: I will allow it for certain words only, difficult words to explain. However, I will discourage it.

Yasser: How about telling jokes?

Teacher: In joke I use some. Like saying ‘IZA BETREED’ if you like, but again once in a blue moon. I break the rules once in a while.

Yasser: What is your overall opinion regarding the role of Arabic when teaching English? Is it positive, facilitative or negative?

Teacher: It should only be used when the teacher could not get the concept across, he tried everything, and he tried every type of methodologies then he breaks in Arabic. I am not saying never never never; once in a blue moon. For me it is rare than God. Before I used lots of Arabic, I used to think it is impossible to get your concept across in English only, then I said let me try not to use any Arabic, and it worked. I could get the concept across in English and you get better and better. You start using more skills, different ways to explain things, and then you become good in doing this.

Yasser: Since you used two methods, using a good amount of Arabic and not using it, how were your students?

Teacher: Without using Arabic the students' participation is much more, but increase in students' participation. They like it more. But when using Arabic they were usually quite. They expected explanation in Arabic; they were not motivated to answer. They were more relaxed and more passive. Now they are more active.

Yasser: Thank you so much, could ask you about your background and your age please?

Teacher: I am 44 and my background is MA education. I was born in Pakistan and I went to America when I was 11 years old.