10-2011

English teachers' perceptions on using Arabic in English language teaching in Al-Ain in United Arab Emirates

Ramia Dirar Shehadeh Musmar

Follow this and additional works at: https://scholarworks.uaeu.ac.ae/all_theses

Part of the Curriculum and Instruction Commons

Recommended Citation

United Arab Emirates University
Faculty of Education
Master of Education Program

English teachers' perceptions on using Arabic in English language teaching in

Al-Ain in United Arab Emirates

This dissertation was presented
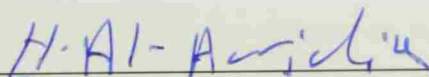
by

Ramia Dirar Musmar

It was defended on

October 20, 2011

and approved by:

Dr. Sadiq Abdulwahed Ismail, Advisor _____

Dr. Hamed Mubarak Al-Awidi, member _____

Dr. Negmeldin Omer Alsheikh, member _____

Abstract

This study investigated the use of Arabic in teaching English as a foreign language from the perspectives of English language teachers in the context of Al-Ain public schools in United Arab Emirates. The QUAN-QUAL model (triangulation) was employed in which the quantitative and qualitative data were concurrently collected throughout the study. The target population was the teachers of English from Al-Ain public schools. The researcher applied the proportional stratified sampling. The subgroups were the population of teachers divided by teaching cycle which made a sample of 100 participants. The study utilized three data collection instruments; a questionnaire distributed to 100 participants, semi-structured interviews conducted with 15 participants and classroom observations with 2 teachers purposively chosen based on their responses in the interviews.

The findings supported the judicious use of Arabic in some situations in English language teaching (ELT) and revealed that using Arabic can raise students' participation and prevent time being wasted on tortuous explanation and instruction. The results also highlighted that using Arabic can facilitate English learning by being an aid to creating an affective learning environment as a facilitator of students' comprehension. Additionally, it was found that once Arabic is not overused and its use is modified to the context of each class, it could be seen as an efficient tool in the ELT classroom, especially for teaching grammar and explaining abstract words. Thus, it was found that Arabic can be proportionally a classroom resource in some cases, but the potential drawbacks must be always considered in case of the over-reliance on Arabic in English language.

It is recommended that the results of the study are considered by the curriculum developers and policy makers. The researcher also proposed that further studies should be undertaken on larger scales to develop more understanding of teachers' attitudes towards using Arabic in EFL classrooms in the Emirati context. Additionally, there may be a need to conduct experimental studies in order to evaluate the actual role of Arabic in these situations, which is likely to make an important contribution to the development of a systematic way of using Arabic to the end of effective English language teaching and learning.

Dedication

To my parents for their unfailing moral support.....

To my husband for his enthusiasm and warm-hearted encouragement.....

To my angels; Omar, Ali and Khalid for their pure love.....

Acknowledgements

I sincerely thank and remain greatly indebted to my academic advisors, Dr. Sadiq Ismail and Professor Mohamed Al Mekhlafy for their insightful comments, professional guidance and detailed advice throughout the development of this thesis. I would also like to express my gratitude to the committee members, Dr. Hamed Al-Awidi and Dr. Negmeldin Alsheikh, for their beneficial criticism and valuable suggestions.

Sincere thanks are due to those who helped in collecting the data of this study. I also wish to acknowledge all the teachers who have participated and given me insightful information in this study. Without their help and cooperation, the data collection process would not have been so successful.

Table of contents

Introduction

Discussions about the role of first language (L1) in English language teaching (ELT) are often controversial, antithetical, and contain a critical amount of guilt. It has been revealed in the history of the development of ELT methods that using L1 in English language classrooms was appreciated during the era of the Grammar-Translation Method (Howatt, 1984). Nevertheless, according to Howatt (1984), a number of considerable objections, principally against the lack of daily practical spoken language content, were raised following the First World War with regard to the Grammar Translation Method. Since then, all the recognized English language teaching methods, including the Communicative Language Teaching approach, have been prone to keep using L1 in the second language (L2) classroom alienated (Cole, 1998; Cook, 1997; Prodromou, 2001). It is expected, therefore, that modern L2 teaching materials, curriculum and syllabus will reflect the view of avoiding learners' L1 in L2 classrooms (Atkinson, 1987; Cook, 2001; Swan, 1985).

Proponents of an English-only (EO) policy collectively argued in favor of the Monolingual Approach. For example, Prodromou (2001), one of the advocates of English-only approach, stated that the discussion of L1 was viewed as illegal or prohibited subject, a source of guilt and an indicator of teachers' weakness to teach properly. In addition, Januleviciene and Kavaliauskiene (2002) considered the use of L1 in class a waste of time. Krashen (1982) also conveyed that learners of L2 should be exposed to an environment in which L2 is practiced as much as possible providing learners with strongest theoretical and practical language use with no interference of L1 as a central hindrance to L2 (Cook, 2001; Krashen, 1981; Miles, 2004). As a result, EO approach has become prominent and believed to be the hallmark of high-quality

language teaching (Atkinson, 1987). This, in fact, has led to a substantial change in the learners' views to the extent of demanding the sole use of L2 (Prodromou, 2001).

In spite of the approximately unquestionable agreement with the belief in monolingual English as a second or foreign language (ESL/EFL) teaching, the attitude of ELT professionals has recently undergone a significant shift in students' efficacy of L1 in the L2 classroom. There is a significant literature corpus which strongly suggests that the use of L1 in L2 classrooms can be beneficial and may even be indispensable (Atkinson, 1987; Butzkamm, 2003). Moreover, there has been a recent shift in teachers' perceptions about the role of L1 in English classrooms (Al-Shihdani, 2008; Anh, 2010; Aqel, 2006; Cianflone, 2009; Kharma & Hajjaj, 1989; Prodromou, 2001; Schweers, 1999; Sharma, 2006; Tang, 2002; Zacharias, 2003).

Apart from discussing the theoretical roles, it has been demonstrated that L1 can be used constructively in L2 classroom. A number of scholars and professionals in the field of second/foreign language learning, (Bouangeune 2009; Cameron, 2001; Cummins, 2007; Iatcu, 2005; Iddings, Risko, & Rampulla, 2009; Mcdowell, 2009; Miles 2004; Roberts 2008; Seng & Hashim, 2006; Vaezi & Mirzaei 2007), indicate that L1 has considerable advantages and provides a necessary facilitative role in L2 classroom.

For example, using L1 has many psychological benefits, it serves as a practical pedagogical tool for providing access to academic content and developing English proficiency, it allows more effective interaction, and provides greater connection to prior knowledge. In addition, valuing students' L1 in schools and classrooms supports and enhances students' learning (Auerbach, 1993; Atinkston, 1987; Cole, 1998; Frankenberg- Garcia, 2000; Harmer, 2001; Hawks, 2001; Helati, 1989; Howatt, 1984; Phillipson, 1992; Swan, 1985).

Background of the study

Historically, English has been the leading foreign language, thereby enjoying prestige in many countries, including the United Arab Emirates (UAE) (Godwin, 2006). UAE is an Arab country striving to become developed with the views that education is a cornerstone to its development.

To achieve of excellence in education in UAE, Abu Dhabi Educational Council (ADEC) was established, in 2005, as the supervising body of education in the emirate of Abu-Dhabi. ADEC has been heavily involved in the educational reform that focuses on better preparation, greater accountability, high international standards and improved professionalism of the teaching staff (ADEC, 2010). Additionally, ADEC implemented policies and procedures intended to improve the standards of education, pursued the knowledge and educational excellence and made efforts to ensure that learning English language is one of the priorities supporting the era of globalization. It did so by holding the view that English opens up countless doors of knowledge, particularly in the areas of science and technology (Abu Dhabi Education Council [ADEC], 2010.)

To make all these critical goals attainable, ADEC emphasized full immersion in English, as one way to achieve English proficiency (ADEC, 2010). Therefore, to prepare students to read, write, speak and comprehend in English with a high degree of fluency, ADEC hired many educators with professional teaching licenses from abroad to facilitate the implementation of modern pedagogical methods and native-like English language fluency. In addition, a number of native English educators were hired to supervise the non-native teachers of English language (ADEC, 2010). As a result, it is expected that there will be a kind of unconscious consistent prohibition from incorporating the use of L1 in English teaching.

Statement of the problem

The use of students' L1 in the L2 classroom has been a topic of worldwide debate for many years. Some teachers view using L1 as a systematic procedure that should be adopted in ELT while others do not. In UAE, ADEC adopts the policy of English-only approach and expects English teachers to implement this in their classes. However, in reference to some ADECs' advisors and educators in UAE, it was documented that a wide range of practices exists regarding the use of Arabic; in some classrooms, Arabic is widely used while in others teachers limit it (Together Newsletter, 2010). In addition, ADEC hired a number of Arabic speaking assistants to help the licensed teachers in implementing the pedagogical methods (ADEC, 2010). As a result, there seems to be a mismatch between ADEC's policy of English-only approach and the teachers' methods of teaching. In this case, it is important to investigate the reasons for that mismatch from the perspectives of teachers.

Thus, this study aims to investigate the perceptions of teachers of English, in Al-Ain in United Arab Emirates, on the use of Arabic in English classes, the reasons for using Arabic in English classes, and the opinions on how Arabic would facilitate or hinder students' English language learning.

Purpose and questions of study

This study attempts to investigate the perceptions of English language teachers on using Arabic in ELT in the context of public schools in United Arab Emirates with a view to disclose future perspectives for the study of this issue in UAE.

More specifically, the study seeks answers to the following questions:

1. What are the perceptions of English language teachers in the Emirate of Abu-Dhabi in United Arab Emirates about the use of Arabic in teaching English language?

2. Why do English language teachers in the Emirate of Abu-Dhabi in United Arab Emirates use Arabic. if any. in teaching English?

3. How might Arabic facilitate or hinder students' learning of English from the perspectives of teachers of English language?

Significance of the study

The importance of the study is manifested by the fact that such a study will add to our understanding of how and why teachers use Arabic in ELT classes which will be valuable in illuminating different approaches and perceptions for ELT.

This study, to the best of the researcher's knowledge, is one of the first studies to address in depth the perceptions of English language teachers in United Arab Emirates about the use of Arabic in teaching English in light of modern trends of ADEC for the development of education in the Emirate of Abu-Dhabi.

It is hoped that the results will provide insights about how practicing English language teachers view the controversial issue of using L1 in L2 settings. This may then provide a conceptual model or guidance for policy makers, curriculum writers and teachers, especially novices, as to when L1 use will assist L2 learners and be effective in L2 instruction. Also, understanding the value of using L1 in L2 classes may help inform and fine-tune the current and future educational policies of whether to encourage teachers to plan beforehand to use it or not.

Scope and limitation

The findings are based on respondents' perceptions in Al-Ain public schools during the academic year 2010-2011. Therefore, the generalization of the results seems confined and

limited to the sample used in the research. These limitations should be kept in mind to open suggestions for further investigations on the issue.

Definitions of Terms

The terms, introduced in this study, are defined as follows:

Translation: It is the communication of the meaning of a source-language text by means of an equivalent target-language text (Ross, 2000). Translation is sometimes referred to as a fifth skill alongside the other four basic skills (listening, speaking, reading, and writing) and the most important faculty that promotes communication and understanding between strangers (Ross 2000). In the context of this study, **translation as a technique** refers to using Arabic by the teachers of English as a foreign/ second language in the English language classroom.

A first language (L1): The language(s) a person has learned from birthhttp://en.wikipedia.org/wiki/First_language - cite_note-0 or within the critical period, or that a person speaks the best. In the context of this study, L1 refers to the Arabic language.

A second language (L2): Any language learned after L1. In the context of this study, L2 refers to the English language.

Teaching English as a foreign language (TEFL): It refers to teaching English to students whose first language is not English

Proponents of an English-only policy are collectively known as the Monolingual Approach advocates. Those who advocate the use of L1 in the classroom are known as the Bilingual Approach proponents. It is recognized of course that this may be oversimplifying, but for the sake of convenience, these terms will be used as they are, in this research.

Chapter II: Literature Review

Introduction

One of the major theoretical issues that have dominated the field of second/ foreign language acquisition for decades is the use of L1 when teaching and learning L2. This issue has been controversial and several supporting and opposing arguments have been raised. Thus, the educational literature has devoted considerable attention to this topic and is replete with theories and studies that addressed the role of L1 in major ELT methods on one hand, and studies that investigated the technique of using L1 effectively on the other hand.

This chapter is divided into two sections; the theoretical background and the review of related studies. The first part addresses the role of L1 in the major teaching methods and approaches, while the second part represents the perceptions of well-known scholars and educationalists on using L1 as a technique in foreign language teaching in reference to the monolingual and the bilingual approaches. This part also represents the current these and dissertations that investigated the use of L1 in English classroom and highlights the studies conducted in different contexts related to the teachers' perceptions about L1 in the English teaching.

2.1 Importance of languages learning

This section will approach the significance of learning languages in general and the importance of learning English as a global and international language in particular.

Language is a major human ability used for innovative expression, face-to-face communication, scientific inquiry, and many other purposes (Crustal, 2003). The Collins English Dictionary (2003) defined language primarily as the use of mental faculty or the system of

communication and the expressions of thoughts and feelings. Lado (1964) stated that languages had been always a means of communication and unity among people of homogenous nature, in spite of the differences of color, race, religion or the place of birth. In the twenty-first century, Hurly-Lessow (2003) referred to language as an instrument needed in any social culture in order to pave the way to people in expressing and receiving information, messages and emotions. Singleton (2004) argued that language always seems to associate to the worldly side of human existence. He also indicated that the ability to acquire language automatically and effortlessly exists since birth and that language acquisition is enhanced if provided the right input by their environment.

Whatever the definition is, the significance of language on human lives is incomparable. To illustrate its significance, Crystal (2003) stated that language aids in developing and grooming one's personality as a whole. Similarly, Nation (2001) believed that language is not only a vehicle for carrying out thoughts, perceptions, and values but also a representation of a fundamental expression of social identity. Eaton (2010) also considered language one of the keys factors that distinguishes humans from other creatures by pointing to the undeniable role the language plays on human's developmental process.

However, the view that languages are essential elements for human development is not true for every language; it is absolutely true for power languages like English, the global language of international communication (Jardao, 2009). Crystal (2000) stated that English has traditionally become an international language for one primary reason; the power of its people-especially their economical, political and military power (Yano, 2001). Correspondingly, Bruthiaux (2002), considering the close link English language has in accessing technological

information, outlined that the cluster of economic, military, political, and technological factors led to the worldwide dominance of English as a language of wider communication. In addition, it is documented that the English language is one of the dominant languages, or in some instances even the sole required international and global language of communication, science, information technology, business, entertainment and diplomacy and the first target language required in educational institutions in different contexts around the world (Crystal, 2003). Through reflecting on the observations that document that English language has been made a priority as the second language in international schools, one can conclude that English language is emerging as the chief target language to be encountered in educational institutions in many countries around the world (Crystal, 2003) , including the Arab world (Godwin, 2006).

2.2. History of language teaching methods focusing on L1 use in L2 teaching

There is no doubt that the importance of language learning, as a stepping-stone, cannot be ignored (Eaton, 2010). However, the 20th century has witnessed tremendous debate over language teaching methodology. Language teaching has a long, extremely interesting, but rather complicated and controversial history about teaching. Fang and Qing (2007) stated that as a part of language teaching theories, the language methods and approaches reasonably derived from political or educational circumstances, from theoretical consideration which included the some psychological perspectives, and from practical experience and inventiveness. Therefore, to some extent, the approaches and methods represented an eclectic blend of language teaching beliefs that function for specific aspects of language teaching (Brown, 2001).

Language teaching approaches and methods have affected the language teaching practice in the classroom (Rodgers, 2001). The historical sequence of the most-recognized teaching

methods shows that the role of L1 in L2 teaching methods is one of the most venerable controversies in the history of language pedagogy. For example, the Grammar-Translation method emphasizes the teaching of L2 grammar and the use of L1 techniques. Whereas, the Direct method is radically different from the Grammar-Translation method as it uses L2 as the only means of instruction and communication in the language classroom, and in turn avoids using L1 as a technique. On the other hand, the Audio-Lingual and the Communicative methods forbid using L1 at early levels and emphasize keeping it to a minimum at advanced level (Larsen-Freeman, 2000).

2.2.1 Grammar-Translation Method

In this method, as Haley and Austin (2005) pointed, the student's L1 is the medium of instruction and it is used for explaining new items in order to enable students to make comparisons between L2 and the student's L1. In practice, a class working with this method would look like lessons using L2 very little, but utilizing L1 in all practices in the class without restraint (Richards & Rodgers, 2001). Larsen-Freeman (2000) explained that, in this method, much of the lesson is devoted to translating sentences from and into L2; therefore students are expected to attain high standards in L1. Haley and Austin (2005) also commented on this point by stating that the class instruction consists of conversation about the L2, but not in L2.

2.2.2 Direct Method

The need to learn foreign languages with the endeavor of communicating led to the emergence of the Direct Method (Larsen-Freeman, 2000). The Direct Method is based on the principle that L2 learning should be an imitation of L1 learning, not using L1. Accordingly, learners should be immersed in L2, and the culture associated, and used "as a means of

instruction and communication in the language classroom" (Stern, 1983, p. 456). Stern (1983) and Richards and Rodgers (2001) considered the Direct Method a radical change from the Grammar-Translation Method by the use of L2 as a means of instruction and communication in the language classroom, and by discouraging references to target language equivalences. Moreover, Haley and Austin (2005) explained that since translating is forbidden, students are encouraged to paraphrase in order to express themselves. However, the considerations on safeguarding students against misunderstanding without translating or reference to L1 especially some abstract ideas, and the need to have teachers who are native speakers or native-like fluent in L2 made this method difficult to employ in public education (Brown, 2000; Fang & Qing, 2007).

2.2.3. Audiolingual Method

The expansion in L2 use and the growing contact between various peoples in the 1930s, and the 1940s resulted in the appearance of the Audio-Lingual Method. This method aimed at helping learners use the foreign language to communicate (Haley & Austin, 2005). Like the Direct Method, the Audiolingual Method focused on the spoken language and emphasized on forbidding the use of the students' L1, especially at early levels in the classroom (Ellis, 2003). According to Richards and Rodgers (2001), this method entails a wealthy use of language laboratories, tapes and visual aids wherein the language learner could actually hear and mimic native speakers, and adopts what is called a "natural order' to L2 acquisition: listening, speaking, reading and writing (Haley & Austin, 2005). However, Audiolingualism was also criticized because it ignored the communicative competence when the students were unable to transfer the acquired L2 to real communication outside the classroom (Richards & Rodgers, 2001).

2.2.4 Communicative Approach

This method focuses on communicative proficiency rather than mere mastering of structures. Ellis (2003) pointed that achieving the communicative competence and developing procedures for teaching the four skills are its aims. Haley and Austin (2005) stated that, in terms of learning the language, this method emphasizes the use of L2 in the classroom in which students learn to use it in discussing issues and performing certain tasks relevant to their interests. Swan (1985) indicated that the use of L1 is a natural thing which should be used wisely, however, to check the students' understanding of L2.

Brown (2001) stated that there are still many controversies about the effectiveness and constructive production regarding L2 instruction. He concluded there is never was and likely will never be a method for teaching all activities. Consistent with this view, Atinkston (1987) stated that since the changing role L1 plays in L2 teaching methods, an increasing attention to the merit of L1 use in the language classroom among the language teaching profession evolved. Correspondingly, Fang and Qing (2007) assured that since each method derives in different historical context, stressed different social and educational needs and has different theoretical consideration, no single method can guarantee perfect successful results in terms of language teaching.

As a result, there are arguments, pros and cons, regarding the use of L1 in the classroom in the world of English language teaching. Many English language teaching professionals dispute L1 use in the classroom; something that should never happen in today's modern, communicative lessons (Cook, 2001; Ellis 2003; Krashen, 1982 and Prodromou, 2000). They question how students can truly value L2 exchanges if they are persistently relying on their L1

(Miles, 2004). On this point, Ellis (2003) noted that too much L1 use lead to depriving learners of precious input in L2.

On the other hand, Nation (2003) for example, suggested that the degradation of L1 has a harmful psychological effect on learners. Consistently, Atkinson (1987) not only acknowledged the positive role of L1 in the classroom, but also identified the following uses of it: eliciting language, checking comprehension, giving instructions, developing co-operation among learners, testing, and development of useful learning strategies. According to the bulk of literature and empirical studies (Atkinson,1987; Auerbach, 1993; Cole, 1998; Darian, 2001; Ellis, 2003; Frankenberg- Garcia, 2000; Harmer, 2001; Hawks, 2001; Heltai, 1989; House, 1997; Phillipson, 1992; Swan,1985), there are several reasons why L1 should be used as a tool in the language classroom; this includes, facilitating classroom activities in complex tasks, particularly for low proficiency students, providing a foundation for learners on which to build L2 structures.

2.3. Debate surrounding the role of L1 in L2 classroom

As most popular methods diverse in using L1 as a technique in teaching L2, the perceptions of well-known scholars and educationalists consequently differ. A glance at the history of L1 use in L2 classroom promptly reveals periodic but regular changes in how it is viewed. Several hundred years ago, the 'norm' was the bilingual teaching in which students learn through using L1, and that the use of L1 to study L2 was almost worldwide and willingly acknowledged (Miles, 2004).

However, the vast migration of people to other countries, mainly from Europe to America was vital because it required educators to refocus their lessons, from smaller L1-oriented classes with students with a common L1 to bigger classes, and possibly more significantly, to students with a mixed L1 (Hawks, 2001). Therefore, as Hawk mentioned, the predicted trend was using

L2 as the mere means of teaching. In addition, the superiority and dominance of English language above all other languages, due to the several reasons mentioned earlier, led to a commonly held assumption that only English should be spoken in the English language classrooms, and therefore; the idea of bilingual education was seen as abnormal or ineffective (Pennycook, 1994, cited in Miles, 2004). Pennycook,(1994, cited in Miles, 2004) argued that the emergence of the Direct Method, which presented language learning through lots of oral interaction with no reference to L1, also contributed to a great extent to the consolidation of the proposal that all L1 languages should be excluded from the classroom.

All these several views on the role of L1 in the teaching methodologies are but a mere reflection of the different methodological shifts in ELT. The new and different outlooks on the role of L1 were illustrated by identifying proponents of an English-only (EO) policy who were collectively identified as the advocates of the Monolingual Approach, and others who advocate the use of L1 in the classroom were known as the advocates of the Bilingual Approach.

2.3.1 Support for the Monolingual Approach

The literature is replete with studies that support the use of L1 in the ELT (Cook, 2001; Krashen, 1982). The support for the monolingual approach in the literature is organized around three primary principles. The first principle is based on the rationale that from childhood, human beings are exposed to the surrounding sound environment and that the successful mastering of L1 requires listening, imitating and responding to what is heard (Krashen, 1982). As a result, the supporters believed that L2 learning follows a process similar to L1 learning and consequently argued that exposure is fundamental in the learning of L2 (Cook, 2001). Krashen (1982), a pivotal supporter of the only-L2 use in the classroom, introduced the theory of *Comprehensible*

Input' which claimed that exposure to L2 should be maximized as it is the only contributing

variable in L2 acquisition and consequently the success in L2 learning (Krashen, 1982).

Regarding the second principle, the advocates of the monolingual approach pointed that

the central hindrance to L2 is the interference from L1 knowledge (Cook, 2001). Krashen (1981),

in his prominent *"Target language Acquisition and Target Language Learning"*, proposed that

L1 is a source of errors in learners' L2 performance. In addition, he referred to Taylor's ESL

subjects (Taylor, 1975, cited in Krashen, 1981) who apparently showed that L1 influence may be

an indication of low acquisition. He further explained that this influence can be eliminated or at

least reduced by natural appropriate intake and more language use in classroom where L1

exercises are to the minimum.

As for the third principal, it was said that the use of only L2 for all communications in the

L2 classroom can portray and assert the importance of L2 in fulfilling learners' communicative

needs (Cook, 2001; Miles, 2004). Consistent with this principal, Gower and Walters (1983, cited

in Atkinson, 1987) warned against encouraging students to translate and considered it a harmful

habit due to the occasions when seemingly obvious structural or lexical equivalences are used

differently in an English speaking context. They further illustrated that using L1 may inhabit the

faculty that students must possess in thinking and speaking using L2. On this point, Prodromou

(2000) argued that using L1 in L2 classrooms is "a skeleton in the cupboard ...a taboo subject

and a source of embarrassment" (Prodromou, 2000, P 7).

However, in a response to Prodromou (2000) by Gabrielatos (2001), the latter stated that

L1 has never been "a skeleton in the cupboard" but rather "a bone of contention for more than

two centuries" (Gabrielatos, 2001, P, 6). He referred to an outline of recent attitudes towards the

utility and the use of L1 in the classroom. He further encouraged ELT professionals to have a

historical perspective of attitudes, approaches and methods which have influenced ELT practice and decisions like advocating the use of L1 as a bilingual approach.

2.3.2 Support for the Bilingual Approach

The advocates of the bilingual approach have spotlighted their efforts on several points to question the monolingual approach. Howatt (1984), subscribing the attitude of the Reform Movement to the use of L1 in L2 classroom, argued that teachers are expected to speak L2 as a normal means of classroom communication, yet retaining L1 for glossing new words and explaining new grammar points. Swan (1985) stated that L1 is a vital element in the process of learning L2; however, it is so noticeably ignored from the theory and methodology of the communicative approach. He further concluded that if learners did not keep making correspondences between L2 and L1 items, they would never learn L2.

One of the first and key advocates of L1 use in the communicative classroom has been David Atkinson (1987). Atkinson (1987) pointed to the methodological gap in the literature that disregarded the advantages of using L1 and claimed that letting learners use their L1 is "a humanistic approach" which permits them to "say what they really want to say sometimes" (Atkinson, 1987, p. 242). He also indicated that using L1 can be very helpful in terms of the amount of time spent explaining. His views, however, were reflections of his own personal experience as a teacher and not the result of measures of comparative achievements of students taught in different ways.

Heltai (1989) also suggested an instructive guideline for using L1; for example but not limited, it should be used with students at advanced levels of language capability; for adults who desire conscious learning; and when the teacher shares the same L1 as the students.

Correspondingly, Uram (1992, cited in Hamdan and Diab, 1997) believed that using L1 in ELT would be useful especially when all the students have the same L1. Uram suggested some techniques that the ESL/EFL teachers in English classroom would like to adopt, such as providing reading texts in L1 and following that by discussions in L2, and translating into L1 when explanation in L2 seems fruitless.

In addition, advocating the bilingual approach was based on the fruitlessness of the monolingual approach. According to Phillipson (1992), the major problem of the monolingual approach was its impracticability; a fact illustrated by Hawks (2001) as he mentioned that the vast majority of teachers of English across the world are non-native speakers whose levels are deficient to carry out English-only teaching in classrooms. He continued that this barrier leads to have a kind of suspicion in the teachers' communicative abilities and teaching performance.

Regarding the principle that native teachers are the unsurpassed teachers, Cook (1997) stated that the characteristics which native speakers are generally said to possess are "not a necessary part of the definition of native speaker". Phillipson (1992, p. 194) shares the same idea, illustrating that the process of training can play a major role in achieving all of the characteristics such as fluency and appropriate use of language. He further argued that non-native teachers appear to be better than native ones as they themselves have experienced the process of learning L2 and therefore will have better insights on the need of their learners as a precious resource for their teaching (Phillipson, 1992). In this light, Phillipson (1992) proposed that the model teacher is the one who shares the learner the same linguistic and cultural background and has near-native speaker proficiency in L2. Ringbom and Hakan (1993) portrayed the characteristics of near-native speaker by stating that he/she must possess both

linguistic components of proficiency (e.g., grammatical correctness) and global indicators of skill, such as the ability to teach in L2 (i.e., lecture and lead discussions).

Another reason for the inadequacy in the monolingual approach is that the exclusion of L1 in lower-level monolingual classes is practically unreasonable (Nunan & Lamb, 1996, cited in Vaezi & Mirzaei, 2007). Consistently, Miles (2004) illustrated that the monolingual approach might create a kind of negative alienation of learners from the learning process.

The claim of the monolingual approach that maximum exposure to L2 leads to the success of L2 learning has led to criticizing the approach. It has been shown that "in an environment where the learners are exposed to L2 in the community ...there is no correlation between quantity of L2 input and the academic success" (Phillipson, 1992, p.169). Phillipson (1992) also stated that "a maximum exposure assumption is fallacy" (Phillipson, 1992, p. 211). He further pointed out that other factors such as the quality of teaching materials; teachers and methods of teaching are of the same importance as maximizing L2 input (Phillipson, 1992,).

Apart from dishonoring the monolingual approach, the supporters of the bilingual approach specified the advantages of using L1 in L2 teaching. This includes, namely, motivation, psychological effects, and the influence of L1 acquisition and consequently students' achievement (Ellis, 2003). Additionally, based on the proposal that L1 is a part of experience the adult learners bring into the classroom, Corder (1992, cited in Ellis, 2003, p. 94) said that L2 learners not only possess a language system which is potentially accessible as a feature in the acquisition of L2, but similarly significantly they already know something of what a language is for, what its communicative purposes and potentials are. He recommended that L1 can assist learners in the process of innovation and construction; thus, the influence of L1 on learning L2 is "facilitatory" (Corder, 1992, cited in Ellis, 2003, p. 94).

Joining the previous beliefs to consider L1 in ELT, Auerbach (1993) suggested possible occasions for using it such as; negotiating the syllabus and the lesson; classroom management; presentation of rules governing grammar, phonology, and spelling; discussions of cross-cultural issues; and assessment for comprehension. Correspondingly, House (1997) justified the adoption of L1 in ELT by arguing that L1 technique uses contrastive analysis to show the differences between different languages and, thus, learn these languages.

Darian (2001) agreed that using L1 is an effective teaching tool, yet the difficulty of the texts should be taken into account. He pointed that in the selection of the texts; teachers should not only pay attention to the level of L2 proficiency, but also the degree of complexity of the texts. Thus, in order to better determine the relative difficulty of a given text, he recommended the initial adaptation of authentic L1 material as one practical solution for teachers which will help to control the lexical, semantic, and syntactic elements that usually hinder the students' comprehension.

In the same context, Brooks and Karathanos (2009) stated that students, who receive academic instruction in both their L1 and L2, achieve better in linguistic, cognitive, and academic domains in their L2 compared to students who only receive instruction in L2. They also illustrated that using student's L1 does not hinder their academic achievement or attainment of L2 skills, but instead, it allows them to use what they already know as a building block for new learning that attempts to help students master both L2 academic materials.

2.4 Experimental and Empirical Evidence on the use of L1 in L2 teaching and learning

During the past three decades, several studies have been carried out across the world with the purpose of demonstrating the positive and constructive role of L1 in L2 teaching and other

studies to find out teachers' perceptions about this issue in order to identify particular situations in which L1 should be used or avoided in L2 classroom. To investigate areas in which L1 is addressed for teaching L2 and find out to what extent this practice might be efficient and valid from the perspectives of teachers of English, the researcher reviewed a number of relevant studies conducted in different parts of the world and at different times.

2.4.1 Efficiency of L1 on English skills

Extensive research on language and academic development for English language learners shows that valuing and utilizing students' L1 as a resource is vital for their success in school. Research indicates that using students' L1 provides students with greater access to academic content, advanced cognitive growth, better self-esteem and greater development of L2 skills (Bouangeune, 2009; Cummins, 2007; Iddings, Risko, & Rampulla; Mcdowell, 2009; Miles, 2004; Roberts, 2008; Seng and Hashim, 2006; Vaezi & Mirzaei, 2007).

In the attempt to substantiate that the use of L1 in the classroom not only supports the learning of L2, but also can smooth the progress of the development of L2, Miles (2004) implemented two experiments on 18 and 19 year old males participants who enter the university in Tokyo, Japan, but spend their first year studying English at the University of Kent, England. In the first experiment, three classes were observed over a period of five months. During that time, one class used English-only, one allowed the use of Japanese by the students only, and thirdly a class in which both teacher and students utilized Japanese. In the second experiment, the attention was paid to one class. Four lessons were taught to this class, two using L1 and two not using L1. In general, the findings from the two experiments were favorable and supportive of the view that using L1 in the classroom does not hinder the learning of L2, but essentially

facilitates it. However, his study was hindered by a small sample size and other confounding variables (Miles, 2004).

In a study that employed the experimental research design, Hamin and Majid (2006) investigated the efficiency of the use of L1 to generate ideas for L2 writing. The students in the experimental group used L1 in generating ideas before they commenced writing their essays in English while the students in the control group used English only. By grading the essays by two independent raters and analyzing the scores using the paired t-test, a marked improvement in the writing performance of students who used their L1 to generate ideas before using their L2 for writing appeared. Based on the findings, the researchers explained that the improvement could be due to the activation of the prior knowledge which in turns can trigger them to elaborate on ideas. Thus, they recommended that encouraging students to use L1 before writing or composing in English especially among low-level proficiency ESL learners can make a remarkable improvement in the writing performance.

In terms of showing that L1 can be used in English-based classrooms to increase the academic achievement and comprehension of ELLs, Seng and Hashim (2006) conducted a case study on four English language learners in an attempt to demonstrate whether using L1 helps students comprehend English text. In the study, the researchers developed and utilized collaborative groupings, in which students read a text in English and then discussed it in their L1. The results of their study demonstrated that all of the students used their L1, as a reading comprehension strategy, to resolve vocabulary and conceptual difficulties in order to help them understand the English text as a reading comprehension strategy. The results showed that when the students used their L1 to understand word-level and sentence-level vocabulary, figure out the meanings of unknown word, and making inferences, they comprehend English texts; express

their questions, thoughts, and reactions to the text and remove emotional barriers that might inhibit them from fully interacting with the text.

Recently, Vaezi and Mirzaei (2007) conducted a study in an attempt to seek an answer to the following question: "Does the use of L1 have any effects on the improvement of Iranian EFL learners' linguistic accuracy?" To accomplish the objectives of the study, 155 Iranian pre-intermediate learners between the age of 13 to 24 studying in several language centers in Iran, were administered to a pre-test, which also functioned as the post-test. The test was designed in a way that the participants who did not have familiarity with the four chosen structures of the study, namely, " Passive voice, Indirect reported speech, Conditional type 2, and Wish+ simple past" were identified. Based on the results of the pre-test, 72 participants were chosen and divided into two groups: the experimental and comparison groups. The experimental group was requested to translate Persian sentences into English using the structures that they have been taught, meanwhile the other group was required to do grammar exercises in the course book. Then both groups were given a post-test. The results of the post-test demonstrated that the experimental group outperformed the comparison group in doing all grammar exercises. Thus, the researchers concluded that the purposive and systematic use of L1 can have a positive and constructive role in teaching other languages.

In another case study, Cummins (2007) pointed that using L1 as a scaffold can improve the students' English attainment and ability to achieve better in school. In the study, Cummins (2007) described three girls who were composing an English story but discussing their ideas in Urdu; their L1, and how each one helped the other to move from spoken Urdu to written English. He further illustrated that the strategy of using L1 in the class allowed students to portray on their L1 concepts and knowledge, express themselves entirely, participate fully in the academic

task, and to learn more English. Moreover. he stated that when learners are allowed to build up their ideas and write in their L1 ;as their first draft, and then translate that writing to English writing, they produce compositions that are noticeably well-developed than their usual writing.

In another study that utilized the experimental research design. Roberts (2008) revealed that a home-storybook-reading program that utilizes L1 with preschool children can enhance English language learners' knowledge of English vocabulary. In the study. two groups were experimented as follow: one group of parents read storybooks to their children in their L1 at home, and the teachers read the English versions at school. In another group, the children only heard the books read in English. at home and at school. The results showed an increase in students' English vocabulary knowledge for students whose parents read the books in their L1. It is important to note that the increase in English vocabulary knowledge was only found during the first trial; in the second trial, L1 storybook reading was still as efficient as the English storybook reading. but it was not more effective. Therefore. Roberts (2008) called for the necessity of more research to document the success of L1 storybooks for increasing ELLs' English vocabulary. Nevertheless, the study provided an evidence of at least equivalent efficiency. if not superior, for acquisition of English vocabulary through L1 reading.

More recently. Bouangeune (2009) conducted a study that made a significant contribution to EFL teaching. particularly in the area of vocabulary for students with a lower proficiency level. Bouangeune's study (2009) investigated the effectiveness of using L1 in teaching vocabulary for the low proficiency level students in the context of the National University of Laos. In the study, Bouangeune (2009) divided four classes with the total number of 169 English major students into two groups; experimental and control groups. The control group did not receive any treatment while experimental group received L1 in three types of instruction,

namely, testing materials (pretest and posttest), teaching instrumentations and teaching techniques. The results demonstrated that the students in the experimental group which applied L1 in learning new words had significantly better performance than those in the control group in both vocabulary in direct L1 and vocabulary in context. In addition, the result of vocabulary in the context suggested that the students in the control group had more difficulties in understanding the meaning of basic vocabulary in a sentence than those in the experimental group. The researcher further explained that the direct L1 helped the students in the experimental group to acquire more words and the skill of using the word in different contexts. To overcome the misunderstanding of the meaning of the new word, the researcher suggested that teachers should provide clear, simple, and brief explanations of meaning, using the learners' L1.

In order to demonstrate how reading materials can be more accessible and comprehensible for students by utilizing their L1, Iddings, Risko, and Rampulla (2009) described a study in which Mexican American students discussed an English text in Spanish. The study found that when students discussed texts in their L1, they were able to reach a more sophisticated and refined understanding of the text. They concluded that using L1 allowed the students to work together and use higher-order thinking skills to understand the content of the text.

2.4.2 Teachers' perceptions about using L1 in L2 teaching

The advocates of the bilingual approach conducted several studies that focus on teachers' perceptions about the use of L1 in L2 teaching illustrating precise situations in which L1 should be used in the L2 classroom.

In a field study conducted in some schools in the State of Kuwait, Kharma and Hajjaj (1989) attempted to investigate and evaluate the use of L1 in teaching EFL. In the study, the teachers, supervisors and students were asked about their positions about the issue, their actual

use of L1, and about the situations and intentions for which they utilize it. The researchers found out that most teachers use Arabic, which is the students' L1, to different extents, and allow their students to use it for many purposes. They also highlighted that most of the teachers use L1 out of conviction, rather than in obedience to the authority of the textbook instructions or the suggestions of the English language supervisors. Moreover, the respondents believed that using L1 in fact facilitates L2 learning and teaching. After stating these significant findings, a number of suggestions were made for a limited, standardized and beneficial use of L1 in the L2 classroom in the official educational system.

Teachers and learners' positive views can be also found on the use of Spanish in English classes at the University of Puerto Rico in the research of Schweers (1999). A total of 19 professors were asked to fill out a questionnaire about their perceptions on the use of Spanish in the English classroom. In order to demonstrate the situations the professors used Spanish, Schweers (1999) recorded a 35-minute sample from three classes at different times during the academic year. The participants documented that using Spanish in English teaching led to positive attitudes towards the process of learning English. Concerning the causes for their preference for the use of L1 in the classroom, the respondents reported that it could assist comprehension and make students feel more relaxed, less tense or lost. The research also listed possible applications of L1 in the classroom such as explaining difficult concepts, checking comprehension, defining new vocabulary items, joking around with students and testing. On the bases of the findings of the study, Schweers (1999) argued that through raising awareness to the similarities and disparities between L1 and L2, the latter language can be learned.

Inspired by Schweers's study, Tang (2002) carried out a similar study in the Chinese context. Results obtained from the questionnaires filled out by the participants of the study (100

first-year English-majored university students and 20 teachers), interviews and classroom observations shared many similarities with Schweers's study (1999). However, Tang's study suggested two more reasons for the use of Chinese in the English classroom, namely "it is more efficient" and "it is less time-consuming". The study concluded that the translation of some words, complex ideas, or even whole passages is an effective way to learn L2. It also revealed that, as with any other classroom technique, the use of L1 is only a means to the end of improving L2 proficiency. The research seemed to show that thoughtful and judicious use of in the English classroom does not reduce students' exposure to English, but rather can support in the teaching and learning processes. Tang (2002) commented on his findings by explaining that he is not exaggerating the role of L1 or advocating greater use of L1 in L2 classroom, but rather clarifying some misconceptions that have concerned L2 teachers, such as whether L1 should be used and whether the often-acknowledged principle of no L1 in the classroom is adequate (Tang, 2002).

In a tertiary institution in Indonesia, Zacharias (2003) conducted a study on one hundred English teaching professionals. Zacharias (2003) reported her study on the use of L1 in L2 teaching and concluded that most of the respondents held supportive views on the role of L1 in the English classroom. Her questionnaires, interviews and classroom observations revealed that most teachers (mostly non-native English speaking teachers) agreed that L1 should be used in the classroom. Zacharias (2003) further pointed out that L1 can be possibly used in the process of teaching L2 including explaining the meaning of new words and grammatical points, giving instructions, checking learners' understanding and giving feedback to individual learners.

In his paper on using L1 in EFL classrooms, Aqel (2006) investigated the reactions of instructors and students towards using Arabic language in teaching EFL in the Department of

English and Modern European languages at the University of Qatar. The responses of the questionnaires revealed that all of the instructors who are native speakers of English and 62.5% of non-native speakers of English believed that it was suitable to use Arabic in EFL teaching. The paper recommended a judicious use of Arabic for different pedagogical and non-pedagogical reasons in EFL teaching by suggesting its efficient role in clearing misconceptions in English language classroom.

In a study concerning the use of L1 in one of L2 classroom settings of high school students in Chitwan, Nepal, Sharma (2006) used classroom observation of four teachers and questionnaires responses of one hundred students and twenty high school English teachers. The results of his study revealed several similarities to Schweer's study (1999) in a Spanish context and the study of Tang (2002) in a Chinese context. Many respondents in Sharma's study (2006) reported that they favor occasional use of L1 in the EFL classroom for various reasons: to clarify the meaning of difficult words, to explain grammar rules, to establish close relationship between students and teachers and so on. The findings revealed that judicious and limited use of L1 seems to be justified since it can assist in the teaching and learning processes, save time and make students feel easy and comfortable when they are provided with L1 equivalents. Sharma (2006) also indicated that in case of prohibiting students of using L1 in EFL classroom, students will be deprived from some opportunities to learn English better.

In a study conducted in the Arab world and specifically in the Shariqia North region of Oman, Al-Alawi (2008) conducted a study that aimed to investigate the teachers' practices and beliefs about using Arabic in the English classroom. Using cluster sampling, Al-Alawi (2008) randomly selected 42 schools from a total of 84. His study utilized a survey approach and data were collected via a questionnaire. The 150 teacher's responses in the study indicated that the

teachers had positive views about maximizing the use of English in their teaching, yet suggest that L1 must have a role to play, for example, in teaching young learners and to explain vocabulary, concepts and grammar.

Mcdowell (2009) conducted a study that aimed to investigate the effects of L1 use in oral instructions for low-level proficiency 223 (155 males and 68 females) first-year high school students. Mcdowell distributed surveys asking the participants to choose the pattern they favor from proposed patterns. The proposed patterns were using all English instructions, English before Japanese instructions, and Japanese before English instruction. The first was participant's performance on a task-based test which results depended to a great extent on understanding the oral instructions, while the second was participants' ratings for understanding those instructions. Results of the survey indicated that a clear majority (89, 7%) favored some types of L1 support of instruction, and therefore the study suggested that if teachers of English, who are teaching low-proficiency students in high schools, are seeking better ways to increase their student's achievement and performance, they will do well if L1 support for instructions is considered.

Based on the results of many studies conducted in many different contexts to investigate the teacher' perceptions about the use of L1 in L2 teaching, Cianflone (2009) conducted a study at the University of Messina in Italy on using L1 in English course. Cianflone built a synoptic table to guide less experienced teachers by exploring the situations L1 must be employed. He found out that the interviewed teachers seem supportive and have a preference to thoughtful L1 use in terms of explanation of grammar, vocabulary items, difficult concepts and for general comprehension. In addition, the participants pointed that L1 use can build a relaxed environment that enhances students' enthusiasm and motivation. Referring to the findings, the researcher acknowledged that acquiring the habit of translation between L1 and L2 can prepare learners to

the world of work where this ability serves in everyday interaction like meetings and phone talks. However, the researcher pointed out that L1 must be avoided in testing that requires using of word-to-word translation which according to the researcher's belief hinders learners' autonomy in L2 communication.

Recently, Lueng (2010) conducted a study to examine English language teachers' beliefs about the pedagogic use of Cantonese in English language classes in Hong Kong secondary schools. He also aimed to explore their reasons for doing or not doing so and their perceived effects of the use of Cantonese on the students' English language learning. The data comprised English teachers' responses to questionnaires gathering their views regarding the use of Cantonese in English lessons, in-depth interviews regarding their general opinions about employing Cantonese in English classrooms, and classroom observations and stimulated recall about what happened in their actual teaching. The majority of participants reported that although using English solely in English classes can provide students with maximal exposure for language enhancement, Cantonese has a pedagogic role to play in such aspects as building rapport, catering for learners' diversity and facilitating students' understanding of grammar and abstract concepts. Therefore, the results supported the principled use of Cantonese in English classes and highlighted the fact that using Cantonese can create an affective learning environment and encourage greater participation.

The previous studies focused on teachers' perceptions about L1 use in L2 teaching for learners in the context of schools, but Anh's study (2010) demonstrated that L1 can be of particular benefits from the perspectives of university teachers. Anh (2010) designed a questionnaire to elicit the responses of twelve-Vietnamese teachers of English from three universities in Vietnam. She also employed a semi-structured interview to cross-check the

questionnaire data and to collect further detailed explanations for the respondents' perceptions related to the topic of the study. The findings of the study supported the sensible use of Vietnamese in some situations in L2 teaching like, explaining grammatical points and new words; especially terminologies and abstract words. Since too much use of L1 could deprive the learners precious input of L2, as the researcher indicated, the study also highlighted the importance of limiting the use of Vietnamese and called to adjusting that amount to students' levels of English, types of lessons and types of English they are teaching.

Summary

Widespread research on language and academic development for English language learners shows mounting evidence that valuing and utilizing students' L1 as a resource is essential for their success in school. An increasing conviction appears to illustrate that L1 has a facilitating role in L2 classroom, for example but not limited, for providing students with greater access to academic content, advancing cognitive growth, developing better self-esteem and enhancing the development of L2 skills. In addition, the teachers' perceptions about the role of L1 in the English teaching classroom convey that they think using L1 can be of a great importance and in some situations a necessity; such as for communicating complex meanings to ensure understanding, defining new vocabulary, and checking reading or listening comprehension.

Chapter III: Methodology

This study investigates the perceptions of English language teachers about using Arabic in English language teaching in the context of public schools in United Arab Emirates. The present chapter introduces the methodology adopted to analyze and interpret the study. The first section presents the research design. The second section describes the population, sampling and participants. The third section deals with the research instruments implemented in carrying out this study. The last section gives details about the procedures and the data analysis adopted in the study.

3.1. Research Design

The review of literature has shown that teachers in the different contexts support the judicious use of L1 in some situations in L2 classroom. In order to investigate the perceptions of English teachers, in Al-Ain public schools, about the use of Arabic in teaching English in light of modern trends of ADEC, the researcher employed the use of the QUAN-QUAL Model which is also known as the triangulation mixed method design. In this model, quantitative and qualitative data were equally weighted and collected concurrently throughout the study (Gay, Mills & Airasian, 2009).

For the quantitative part of this study, the researcher used a questionnaire to collect data from participants. The qualitative research instruments were semi-structured interviews and classroom observations. The qualitative methods used differ from quantitative ones in that it contained a relatively small number of participants. By following the qualitative approach, the researcher gathered data directly from the participants during the study by having extensive

interactions with them. Also, data collected by qualitative methods were analyzed by "synthesizing, categorizing, and organizing data into patterns that produce a descriptive, narrative synthesis" (Gay et al. 2009. p. 9). The researcher chose a qualitative research design for a fundamental part of this study for a number of reasons, namely because using a qualitative approach allowed for a broad description of data to be collected. It also provided the researcher with a large amount of information which helped to have a deep understanding about the participants' points of view and elicited a vivid picture of the participant's perspective on the research topic.

The researcher followed the sequential procedures approach; the researcher began with a quantitative method by distributing questionnaires that investigate perceptions about using Arabic in teaching English to participants and then followed that by interviews and classroom observations. In the qualitative part, the researcher interviewed 15 of the questionnaire respondents to investigate the issue in more details. Those interviewees were chosen based on the agreement they provided in the questionnaire to take part in interviews.

Then class observations were conducted with 2 participants, who were followed via questionnaires and interviews, for 4 sessions covering the four major skills; listening, speaking, reading and writing. Based on the times the observed teachers used or avoided using Arabic, the researcher aimed to cross-check the extent to which what the participants believe reflected their practices and to verify if using Arabic facilitated or hindered learning.

3.2.1. Population

The target population of this study was teachers of English language from Al-Ain public schools in United Arab Emirates. The study population consisted of a total of 985 teachers of English during the academic year 2010-2011 (ADEC, 2010). As mentioned previously, public

schools are divided into 3 cycles: Cycle 1 which covers grades 1-5. Cycle 2 covers grades 6-9 and finally Cycle 3 covers grades 10-12. For grades 1, 2, 3 and 12, licensed native English instructors teach English language subject while the other grades are taught by teachers whose L1 is Arabic.

Table 1

Distribution of population based on the teaching cycle levels

Total number of teachers	Cycle 1	Cycle 2	Cycle 3
divided by teaching cycle	283	608	94
Total target population	985		

3.2.2 Sampling and Participants

For the purpose of this study, the researcher applied the proportional stratified sampling in which the sample was strategically selected in a way that guaranteed desired representation of relevant subgroups. The subgroups in the context of this study were the population of teachers divided by the cycle level. By referring to the explanation of Gay, Mills and Airasian (2009) in determining the sample size, it was found that the appropriate sample for this study is 100 teachers.

To determine the size of the sample based on each variable of interest, the researcher calculated the percentage by multiplying the group number by the sample size then dividing the result by the target population. Therefore, the study sample consisted of 100 participants from the three teaching cycles as follows;

Table 2

Distribution of the sample based on the teaching cycle levels

Cycle 1	Cycle 2	Cycle 3
29%	62%	9%
29	62	9

3.3 Instruments of the study

The study utilized three data collection instruments; questionnaires, semi-structured interviews and classroom observations.

3.3.1 The Quantitative instrument

A questionnaire

For the developing the questionnaire, the researcher consulted the relevant methodological literature for guidelines that provide details about creating questionnaires and providing criteria for writing questionnaire items. (Bryman, 2008; Gay et al, 2009). The content of the questionnaire was developed by referring to the literature review and several studies that demonstrates the role L1 plays in L2 teaching, particularly in the researches of (Bouangeune, 2009; Cummins, 2007; Iddings, Risko, & Rampulla, 2009; Mcdowell, 2009; Miles, 2004; Roberts, 2008; Seng & Hashim, 2006; and Vaezi & Mirzaei, 2007). In addition, the researcher referred to other studies that focus on teachers' perceptions about L1 in L2 teaching, namely the studies of (Al-Shihdani, 2008; Anh, 2010; Aqel, 2006; Cianflone, 2009; Kharma and Hajjaj, 1989; Lucas & Katz, 1994; Schweers, 1999; Sharma, 2006; Tang, 2002; and Zacharias, 2003).

The questionnaire consisted of a cover letter and a 'Definitions of Terms' section followed by three sets of questions. The first set of questions elicited background information, while the second ones comprised items related to the teachers' beliefs about the use of L1 in English language teaching. The third section focused on the teachers' TESL related and non-TESL related reasons for using L1 in English language teaching (Appendix A). In the cover letter, which included an invitation to participate in the study, a brief statement about the study and the purpose of the questionnaire were clearly stated. All items in section two and three were measured with five-response point Likert scale. The respondents were asked to rate their level of agreement with the statement on a one through five scale (extremely agree=5, agree=4, neutral=3, disagree=2, and extremely disagree=1). At the end of the questionnaire, each participant was asked to provide a phone number and email if he/she was willing to be interviewed. It was explained that the interview will be conducted to obtain more in-depth insights into the meaning of information given by the participant in his/her questionnaire responses.

After the variables were determined through the review of literature, the next step was to establish the validity of the instrument prior to the administration of the questionnaire. To achieve that, the questionnaire was submitted to ten specialists who were required to judge its face and content validity. Some specialists were five members of the teaching staff of UAE University in the Department of Curriculum and Instruction. Two were ADEC native English advisors while six were licensed native English teachers in the primary and Secondary schools (Appendix B). The questionnaire was then piloted to help improve any deficiencies while administering it. The researcher carried out the pilot study with a convenient sample of 10 teacher respondents selected from the population, who were not included in the assigned sample,

in order to use the data collected in the piloting for preliminary assessment of the reliability of the questionnaire.

To ensure the stability and consistency of the questionnaire over time, test-re-test reliability was implemented on the convenient sample of the pilot study with a time interval of two weeks. The Pearson Correlation Coefficient and the internal consistency were calculated (Cronbach - Alpha). The values of reliability coefficient of each domain of the instrument are shown in table 3.

Table 3

Values of reliability coefficients and the coefficient (Cronbach – alpha)

Domain	Pearson Correlation Coefficient	Alpha Coefficient (Cronbach – Alpha)
Teachers' beliefs about using L1 in L2 teaching	0.92	0.87
Teachers' reasons for using L1 in L2 teaching	0.90	0.85

3.3.2   The Qualitative instruments

3.3.2.1 Semi-structured interviews

Semi-structured interviews (Appendix C for the set of questions) were conducted with 15 teachers from each of the subgroups; that is a total of 5 teachers from each cycle. In this study, two types of interviews were conducted: face-to-face interviews and online interviews. Before conducting each interview, the researcher explained the purpose of the study and illustrated that the aim of the interviews was to give more in-depth insight into the meaning of information given in the survey questionnaire. Through using the consent form, six of the in-depth interviews conducted with participants were audio-taped, while the data in the other five interviews were

note-taken during the interview. As some participants were hard-to-reach ones due to the geographical distance, the last four participants were interviewed online by using MSN Messenger (voice Conference). Some participants were emailed to expand on some topics or clarify points mentioned in the interviews. The interviews, which were conducted in English, included both closed and open- ended questions. Closed questions were asked at the beginning to make the interviewee feel at ease with the procedure and then a set of open-ended questions were followed. The questions were asked in a fixed order.

In order to ensure the validity and reliability of the qualitative part, mainly the interview questions. the researcher established the trustworthiness of the research by addressing the credibility. transferability. dependability. and conformability of the study (Guba, 1981. cited in Gay et al. 2009).

Credibility

Guba (1981. cited in Gay et al. 2009) stated that the true value of the research is described in terms of internal validity (i.e. credibility) which ensured to convince readers that the results of the research are accurate. In order to give this study more credibility, the researcher used triangulation of data sources (questionnaires, interviews, and classroom observations). According to Guba (1981 cited in Gay et al, 2009), different methods of research can be triangulated to provide more convincing conclusions.

Transferability

The term transferability indicates the extent to which the findings of a study can be extended or generalized to other situations (Guba, 1981, cited in Gay et al, 2009). In order to make this study to be transferable to other settings, the description of data in context and context-relevant statements were provided.

Dependability

The data collected in this study attempted to provide readers with stability or reliability in case it is replicated with the same or similar context and participants (Guba. 1981. cited in Gay et al, 2009). In other words. in order to replicate this study. the reader needs to know that a similar context and participants should be used. The triangulation of the three methods used in this study and the participants should help ensure the reliability of the findings.

Conformability

To maintain conformability in this study, the neutrality and objectivity was established. Therefore. the findings in which the researcher got from the raw data constituted the sole basis for data analysis and interpretation away researcher's biases.

In this study, the trustworthiness, and thus reliability and validity, were supported by 'members checking'. To achieve that. the transcript and interpretation of the data gained from the interviews were given to the interviewees in order to check the authenticity of the work (Guba, 1981. cited in Gay et al, 2009). Their comments served as a check on the viability of the interpretation. Therefore, the researcher tested the overall report with the study participants before sharing it in final form.

3.3.2.2 Classroom Observations

Classroom observations were vital because articulated beliefs of the participants might not fully reflect the actual pedagogical practices; they must be inferred from, for instance, what people do in reality (Gay et al. 2009). Thus, to check whether the participants' beliefs (as responded in the questionnaires and interviews) were truly reflected in their actual teaching practices, classroom observations were conducted with 2 participants for 4 sessions (of about 40 minutes of length). The teachers were purposively chosen based on their responses in the

interviews. One of the teachers was an English native speaker teaching grade 3 with the help of an Arabic-speaking English teacher assistant while the other one was an Arabic-speaking English teacher of grade 9. What was observed was the frequency of the time the teachers and the students used Arabic and the situations that revealed their desire to use or avoid the use of Arabic. During the observations, the researcher took the role as a non-participant observer and recorded events related to the use of Arabic, for example, building rapport, maintaining discipline, and explaining grammatical concepts.

With the participants' consent, the researcher employed note-taking and audio-recording; and thus the relevant portions were transcribed. As it was hard to note-taking everything students said, the researcher only noted down some key points in the lessons in reference to a classroom observation checklist (Appendix D). The used checklist was developed from a classroom observation handbook designed by Lawrenz and Huffman (2002) .The checklist topics and the questions emerged from the information gained from the questionnaires and interviews, and by referring to the related studies. Before the researcher began the qualitative analysis of the classroom observations, the names of the participants were changed into pseudonyms to protect their privacy.

3.4. Procedures

Based on the letter of introduction directed from UAE University to facilitate the researcher's task, the researcher obtained the approval of ADEC. Accordingly, the Department of Educational Research in ADEC directed the distribution and administration of the questionnaire to teachers of English in Al-Ain Educational Zone. The questionnaires were distributed via the relevant director of each school. An explanatory letter was attached to each questionnaire; such letter outlined the purpose of the study, assured confidentiality and anonymity and explained the

voluntary nature of the participants (Appendix E). Then, the Department of Educational Research in Al-Ain Educational Zone took the responsibility of collecting the questionnaires from the schools after verifying the proper implementation of the distribution. Since the process of collecting and administering the questionnaires was official, the response rate was 100%.

Based on the information gathered from the questionnaires, five participants from cycle 1, five from cycle 2 and other five from cycle 3 volunteered to participate in-depth interviews that allowed the researcher to obtain deeper reflection about the participants' responses. The researcher interviewed one participant per day. Each interview lasted between 20 minutes and 25 minutes. A list of open-ended and close-ended questions was used as a guide; however, some of them were slightly altered according to the interviewees' responses. The data were audio-taped and note-taken. Although the conversation resulted sometimes in unexpected directions, particularly because the interview agenda was semi-structured, the face–to-face interviews and the online interviews not only provided the researcher with answers to questions, but also helped the researcher to seek clarification, or to ask for elaboration.

For gaining more insights and relying on real situational facts rather than second-hand accounts, the researcher watched 2 participants for 4 sessions, of about 40 minutes of length, systematically chosen to cover the four English skills; reading, writing, listening and speaking. The observations took place in the natural setting of the classroom, and the role of the researcher was overt (non-participant). The researcher gathered, recorded, and compiled field notes using the designed checklist to describe, as accurately and as comprehensibly as possible, all relevant aspects of the situations. It is worth it to mention that the researcher assured all the participants in the qualitative part that all responses were confidential and in the case of publication of this

research or presentation at a conference or in any educational setting, the data would be anonymous and no personally identifying information will be disclosed.

3.5 Data analysis

The data obtained from the questionnaires were analyzed throughout descriptive statistics and by using SPSS version 14.0 (Statistical Package for the Social Sciences). Closed questionnaire items were converted into numbers and transferred into SPSS to calculate descriptive statistics which included frequencies and percentages. The scoring from strongly agree to strongly disagree went from 5 to 1. The questionnaires' responses were analyzed by estimating the frequencies for each questionnaire item. To provide summaries of the collected data, the researcher used the data from the questionnaires to create a series of tables.

Before the researcher began the qualitative analysis of the interview, the teachers were given numbers from 1 to 15 names to protect their privacy. The data analysis of the qualitative part of this study passed through two stages: (1) transcribing and (2) coding. The interviews with the participants were literally transcribed (verbatim transcription) the same day they took place. During transcription process, some memos were written down to be used when coding the data, and to be also discussed with the participants for verifying unclear items. Data transcription was then followed by data coding, in which the data were divided into pieces of comprehensible information. After transcribing each interview, the researcher checked what has been transcribed in order to apply an initial coding for each sentence, or group of sentences, that represented a piece of information. In this study, data coding included two steps: unitizing and categorizing. In order to identify the main themes of data obtained from the interviews, the overall information was reduced into small pieces, or units. The researcher unitized the data by carefully checking the transcripts and developing broad themes which represented units. The categorizing step was

done next. The researcher classified responses under the main themes or units by reading through the transcripts carefully by putting the ones with similar content together. After that, category titles or sentences that described each category were developed in order to distinguish each category from the other. Categories that belonged to one unit were placed in one section. At the end, the researcher made sure that each unit contained a piece of information that represented related data and that the information was comprehensible.

The data analysis of the classroom observations proceeded as follows: first, the field notes of the classroom observation checklist were broken down into small pieces to be integrated into categories and general patterns. Then, the researcher listed some common themes and topics that were noticed, and then recorded main notes regarding the type of language used for instruction and explaining the major topics. The researcher also described the context of the classroom by developing some descriptions of the participants, the setting, and the phenomenon of whether using Arabic or not was an illustration of the specific situations.

Summary

The chapter included an analysis of the context and how the research was conducted. It provided information about the participants, the instruments used, the steps taken to collect the data and lastly an overview of the data analysis. As previously indicated, the researcher employed QUAN-QUAL model (triangulation) in which the quantitative and qualitative data were concurrently collected throughout the study. The target population was the teachers of English from Al-Ain public schools in United Arab Emirates which consisted of a total of 985 teachers from different teaching cycles. The researcher applied the proportional stratified sampling. The subgroups in the context of this study were the population of teachers divided by teaching cycle

which made a sample of 100 participants. The study utilized three data collection instruments; a questionnaire, semi-structured interviews and classroom observations. In order to achieve the aims of the study, the researcher followed pre-planned procedures that included the processes of preparing the survey instrument, insuring the validity and reliability of the instrument, specifying the target population, distributing and collecting the questionnaire and conducting semi-structured interviews with adequate numbers of participants which were followed by classroom observations. Lastly, the chapter presented an overview of the data analysis for the applied qualitative and quantitative instruments.

Chapter IV: Results and Discussion

This chapter presents and discusses the results of the qualitative and quantitative analyses. The quantitative analysis highlights the teachers' perceptions about using Arabic in English teaching In Al-Ain public schools. The qualitative analysis describes the different reasons for employing or avoiding using Arabic and the perceived potential drawbacks and benefits from the perspectives of the teachers. The chapter is divided into three parts based on the results of the research questions.

Findings of the study

Results of the first research question (What are the perceptions of English language teachers in Al-Ain in United Arab Emirates about the use of Arabic, in teaching English language?) were based on calculating the percentages and frequencies of participants' responses of the first category of the questionnaire. The following tables display the percentages and frequencies of the teachers' beliefs about using Arabic in English language classroom. In order to check if the perceptions of advocating or opposing using Arabic relate to the teaching cycle, the researcher found it important to apply the Pearson Chi Square test to look at how significant the relations between those variables and the statements that showed high percentages agreement or disagreement.

Category I: *Teachers' Beliefs about Using L1*

Table 4

Frequencies and percentages of teachers' beliefs about using L1 in L2 teaching

Using L1 in L2 teaching	Extremely agree		Agree		Neutral		Disagree		Extremely disagree		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
L1 should never be used in English language teaching	--	--	3	3.0	21	21.0	29	29.0	47	47.0	100
L1 should be used in English language teaching frequently	31	31.0	43	43.0	20	20.0	7	7.0	2	2.0	100
L1 should be used in English language teaching only when necessary	15	15.0	7.4	74.0	9	9.0	2	2.0	--	--	100
L1 should be used in English language teaching all the time	--	--	3	3.0	16	16.0	9	9.0	62	62.0	100
With older learners teachers should keep the use of L1 to a minimum	26	26.0	47	47.0	20	20.0	7	7.0	--	--	100
Teachers should be allowed to use L1	18	18.0	39	39.0	9	9.0	27	27.0	7	7.0	100
Translation from L2 to L1 or vice versa can be used as a test	3	3.0	16	16.0	52	52.0	24	24.0	5	5	100

As shown in the above results, the majority (89%) of the participants advocated the use of Arabic in some pedagogical situations in ELT. According to them, Arabic was a part of the teaching method and could play a positive role in the classroom. However, 73% of the participants supported keeping the use of Arabic to a minimum with older learners. Many participants seemed too reluctant (52%) to use Arabic in translating tests.

The Pearson Chi-Square Test for the relationship between teaching cycle with the statement (L1 should be used in English language teaching only when necessary) was not

significant χ^2 =24.567, p = .137. This indicates that participant's cycle of teaching does not affect their opinions about using Arabic when it is necessary. In terms of the amount of Arabic to be used with older learners, the Pearson Chi-Square Test for the relationship between teaching cycle with the statement (With older learners teachers should keep the use of L1 to a minimum) was significant with the teaching x^2= 34.236, p=0.012. The results indicate that teachers who teach in cycle 3 seem in complete agreement with this statement. Consistently, allowing teachers to use Arabic is affected by the teaching cycle with p=0.000, which means that teachers who teach in cycle 2 have strong perception about this issue.

Table 5

Frequencies and percentages of teachers' beliefs about using L1 in interaction with students.

| Interaction with students | Extremely agree | | Agree | | Neutral | | Disagree | | Extremely disagree | | Total |
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Learners prefer a teacher who knows their mother tongue	19	19.0	47	47.0	17	17	11	11.0	6	6.0	100
Learners dislike L1 in L2 teaching and feel it is a waste of time	6	6.0	13	13.0	26	26.0	22	22.0	33	33.0	100
Learners should be allowed to use their L1 in L2 classroom.	6	6.0	46	46	17	17.0	21	21.0	10	10.0	100
Teachers use L1 when they lack confidence in their own knowledge of English	4	4.0	15	15.0	47	47.0	28	28.0	10	10.0	100

Using L1 in L2 reduces L2 exposure and therefore hinders communication	18	18.0	47	47	16	16.0	16	16.0	3	3.0	100
Using L1 in L2 teaching makes the classroom interaction very unreal	16	16.0	43	43.0	18	18.0	19	19.0	4	4.0	100
Using L1 in L2 teaching discourage students to use L2 outside the classroom	24	24.0	39	39.0	22	22.0	13	13.0	2	2.0	100
Using L1 in L2 teaching raises students' participation	25	25.0	35	35.0	22	22.0	12	12.0	6	6.0	100

The above table reveals the teachers' perceptions about using Arabic for the purpose of interaction with students. The participants believed that although using Arabic raises students' participation (60%), it discourages students to use English outside the classroom (63%) and additionally makes the classroom interaction unreal (59%). Some teachers were reluctant to decide whether teachers use Arabic when they lack confidence in their own knowledge of English (47%), but assured that learners prefer a teacher who knows their L1 (66%). Over 60% of the respondents indicated that using Arabic reduces students' exposure to L2 and therefore hinders communication.

The Pearson Chi-Square Test for the relationship between teaching cycle and the statement (Using L1 in L2 teaching raises students' participation) was significant, p=0.002. This indicates that cycle of teaching affects participants' opinions about the benefits of using Arabic in raising students' participation. In terms of the relationship between the participants' beliefs on whether Arabic makes the classroom interaction unreal, the Pearson Chi-Square Test was significant with the teaching cycle $p=0.012$. The results indicated that teachers who teach in

cycle 3 seem in complete disagreement with the statement "Learners prefer a teacher who knows their mother tongue". Consistently, allowing teachers to use Arabic is affected the teaching cycle with $p=0.000$. This suggests that teachers who teach in cycle 2 have strong perception about this issue.

Table 6

Frequencies and percentages of teachers' beliefs about using L1 for differentiation

Differentiation	Extremely agree		Agree		Neutral		Disagree		Extremely disagree		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Total
Using L1 in L2 teaching hinders understanding	12	12.0	22	22.0	31	31.0	29	29.0	6	6.0	100
Learning L2 is improved when the teacher knows the learners' L1	6	6.0	19	19.0	44	44.0	18	18.0	13	13.0	100
Using L1 in L2 teaching is appropriate with younger learners of L2	13	13.0	44	44.0	23	23.0	16	16.0	4	4.0	100
Using L1 in L2 teaching affects learning of L2 accurately	19	19.0	37	37.0	29	29.0	13	13.0	2	2.0	100
Using L1 in L2 teaching gives the impression that teaching/learning English is not a serious matter	11	11.0	37	37.0	19	19.0	21	21.0	12	12.0	100
Using L1 in L2 teaching encourages students to think in L1	29	29.0	46	46.0	13	16.0	9	9.0	3	3.0	100
Using L1 in L2 teaching motivates slow learners	36	36.0	47	47.0	15	15.0	2	2.0	--	--	100

Using L1 soothes anxiety	19	19.0	34	34.0	26	26.0	16	16.0	5	5.0	100
Using L1 in L2 teaching can prevent time being wasted on tortuous explanation and instructions	29	29.0	38	38.0	25	25.0	6	6.0	2	2.0	100

The above table shows that more than half (53%) of the participants consider using Arabic an aid to soothe anxiety and prevent time being wasted on tortuous explanation and instructions (67%). However, 48% believed that using Arabic gives students an impression that learning English is not a serious matter while 44% of the participants are reluctant to consider that learning English is improved when the teacher knows the learners' L1.

The Pearson Chi-Square Test for the relationship between teaching cycle and the statement (Using L1 soothes anxiety) was not significant x^2= 7.864, p=0.352. This indicates that the participants' cycle of teaching does not affect participants' opinions about the benefits of using Arabic in soothing anxiety. In terms of the relationship between the participants' beliefs on whether using L1 can prevent time being wasted on tortuous explanation and instructions and the teaching cycle, the Pearson Chi-Square Test was significant p=0.000. The results indicate that teachers who teach in cycle 1 and 2 seem in complete agreement with the advantage of using L1 as time-saving.

As arises from data obtained from the interviews, the majority of the interviewed teachers highlighted the importance of sufficiently immersing students in the English, as L2, with the efficiency of using Arabic in a way that doesn't cause over dependence or misapplication. However, 4 teachers stated that Arabic should never ever be used in the English language classes and reported that students need to be fully exposed and immersed in the use of English in all activities. Particularly, Teacher 1 reported using L1 is a kind of "*guilt*" and an indicator of teacher's weakness to teach properly, as her answer was " *teachers must be forbidden and those*

who do are considered to be unsuccessful teachers", which seemed totally consistent with Prodromou (2000). She thought that using Arabic will make them in *"comfort zone"* and thus will not learn neither acquire the language.

Consistently, teacher 2 reported that using L1 is a kind of *"deficiency"* by saying *"Fortunately, I don't misuse language in English classes by using Arabic"*, probably influenced by the direct method; which regarded that using L1 in English classes is completely unnecessary (Richards & Rodgers, 2001). She then criticized teachers who use Arabic with small children to facilitate their comprehension instead of being *"very visual"* and use *"flashcards and mimics"*. Teacher 2 further argued that learning will become internalized if students are forced to use English- only and that the full English environment *"stimulates a full-immersion program"*. Consistent with the same belief, teachers 3 and 4 mentioned that Arabic should rarely if ever used in English learning environment. Teacher 3 stated that if teachers use Arabic, students will take the advantage to respond in Arabic which will reduce their actual learning of English, whereas teacher 4 stated that teachers should use English most of time in order to get students acquainted with *"rhythm"*, *"speed"* and *"accent"* of the language.

Teacher 5 reported that there are some situations where using Arabic could facilitate learning of L2. He explained that since *"all languages come with the ideology and social contexts of their culture"*, it makes sense to depend on Arabic in these situations. He further explained that *"using Arabic gives the students cultural points of reference and help them create an identity within the social context of L2"*. Teachers 6 and 10 advocated using L1 and stated that if the students master their L1, they will be able to make connections and discern patterns and rules in the L2 more easily.

Teacher 6 recognized its benefits by saying *"my inner reaction is "Yes, it is crucial!"*, whereas Teacher 10 further elaborated that *"we, teachers, should be careful not to send the message that L1, and so the culture attached to it, is a bad language or somehow inferior to L2 by trying to give students a total immersion"*. Teacher 7 described her experience about this issue by stating that *".... back home, I used to teach in a school and used L1 for comparison with L2 and sometimes in academic groups with poor knowledge of L2 which was fruitful"*. Therefore, she concluded that using both languages in the context of English classes may help students *"for a certain level"*.

Teacher 8 pointed that it is *"natural"* to use Arabic in the English classes, but that should be kept to the minimum as students will heavily rely on it rather than pushing themselves to learn English. She thus assumed that when the student reaches pre-intermediate level, there should be a minimum of Arabic, suggesting *"2-4 minutes in 40 minute lessons"*, because she thinks if it exceeds that, it will slow the process of acquisition. Teacher 9 considered using Arabic *"necessary"* with *"dyslexia"* children and with primary students as it provides scaffolding and helps them slowly build confidence without feeling overwhelmed. He explained that he uses Arabic to explain grammar *"it makes it easy and quick!"* and learn new vocabulary. However, he declared that he does not use it while reading, listening and conversation games.

In terms of explaining new grammar topic, teacher 9 further commented that he uses the technique of translation in order to help students to remember the *"structure of English"*. Teacher 11 mentioned that Arabic can assist in learning English as she stated *"Arabic can give more confidence to students and validate them"* and continued saying that she has no problem with students using Arabic. She noted that she thinks a teacher must be *"smart"* and use *"any method by which the students can learn"*. She further negotiated that the current trend is that

Arabic as a first language "*corrupts*" the use of English language, but she thinks that the immersion technique does not work in school environment but only in natural situations like "*travelling and being forced to speak English*".

Teacher 12 and 15 held approximately the same belief but emphasized that there must be limits for that; teacher 12 declared that by saying "I *do think there are dangers of overuse, because the whole point of the class is for learners to be practicing their English*" and therefore warned about making the amount of L1 conversation among students exceeds the L2 conversation. Teacher 13 expressed that "*using or not depends on the knowledge levels of students*"; that is if the teacher uses only English at the elementary level, she is unwittingly "*alienate and shock students into not learning it in a relaxed way*". She noted that the higher the levels of the student, the lesser teachers should use Arabic in the class.

Teacher 14, who teaches grade 8, said that she uses Arabic in English classroom while she knows she should not. She interpreted that by saying "*I don't think there is any genuine interaction in English between teachers and students. When the students put up their hands, they will speak in Arabic; if you force them to use English then no-one will speak. It is very strange and weird to speak in English when everyone cannot speak in English*" and then complained that most of her sessions are at the end of the school day which make her students tired and therefore incapable of understanding the L2 instructions.

Teacher 15 advocated using Arabic, but only in some cases. She agreed with teacher 2 and opposed teacher's 9 perspective for using Arabic with young learners by saying that "*I disagree with using Arabic with young learners who are able to mimic and repeat very well with no restriction as their ear is ready to perceive the typical vibrations if each new language and*

reproduce them perfectly". She also added that there is no need to use Arabic when students, young learners, manage to think straight in English.

By integrating the data collected from the survey and the interviews, the following section summarizes the results of the first question that aimed to investigate the teachers' perceptions on the issue.

Beliefs expressed by the participants can be generally categorized into two types; a type of teachers who support the exclusive use of English and endeavor to find alternative ways to avoid using Arabic during teaching. The other type of participants, which was ranked higher (68%), advocated the use of Arabic in some situations in ELT. In other words, 68 participants show understanding towards the educational use of Arabic in English classes and are highly likely to supplement their teaching with Arabic based on the unique teaching context. This is similar to the perspective of Atkinson (1987), who believed in the great potential of L1 "as a classroom resource" (Atkinson, 1987, p. 241).

In addition, according to eleven teachers who participated in the interviews, the sole use of English is not valued as highly as the maximal English-only advocates. Nevertheless, they believed that learners should have as much exposure to English as possible; a belief indicated in the result of the questionnaire-item (It is appropriate to use Arabic in English teaching only when necessary) with a percentage of 73%, and research findings of the studies of (Al-Shihadni, 2008; Anh, 2010; Aqel, 2006; Sharma, 2006; and Tangs, 2002).

Therefore, it is suitable to say that those teachers showed a more appreciative attitude towards the potential benefits of using Arabic in L2 teaching. However, they were sensible of the potential drawbacks of using Arabic (e.g., reducing students' exposure to L2); as indicated by four teachers in the interview and the questionnaire items; namely: (Using L1 in L2 teaching

discourage students to use L2 outside the classroom), (Using L1 in L2 reduces L2 exposure and therefore hinders communication) and (Using L1 in L2 teaching encourages students to think in L1) with percentages of 75%, 65%, and 63% respectively. This awareness shows that they do not support the use of Arabic blindly; rather, there could be other factors shaping their perceptions such as teaching context and previous English learning experience; beliefs illustrated by the advocating interviewed teachers. It is worth it to mention at this point that those teachers share the study results of (Anh, 2010; Bouangeune, 2009; Cummins, 2007; Kharma & Hajjajs, 1989) and the beliefs of (Atkinson, 1987); the first prominent advocate of bilingual approach.

To sum up, the findings illustrated that teachers believed that Arabic is helpful for the purposes of differentiation and interactions with students. In terms of differentiation, Arabic serves an aid to soothe anxiety especially for low-achieving students and a time saving with activities that would difficult to explain only in English. On the other hand, the results supported the claim that Arabic, if overused, makes the interaction in the classroom and discourages students to use English outside the classrooms.

Category II: *Teachers' reasons for using L1 in L2 teaching*

Results of the second research question (From the perspectives of teachers of English language in the Al-Ain city in United Arab Emirates, why do they use or avoid Arabic in English classes, if any?) were based on quantitative and qualitative instruments. The following tables display the percentages and frequencies of the teachers' reasons for using L1 in L2 teaching.

Table 7

Frequencies and percentages of teachers' reasons for using L1 in TEFL contexts

Using L1 in TEFL- related contexts	Extremely agree		Agree		Neutral		Disagree		Extremely disagree		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
It is appropriate to use L1 in L2 teaching to explain complex grammar	26	26.0	35	35.0	19	19.0	11	11.0	9	9.0	100
It is appropriate to use L1 in L2 teaching to define new vocabulary	21	21.0	49	49.0	17	17.0	12	12.0	1	1.0	100
It is appropriate to use L1 in L2 teaching to help students guess the meaning	9	9.0	18	18.0	19	19.0	34	34.0	20	20.0	100
It is appropriate to use L1 in L2 teaching to explain difficult concepts	29	29.0	45	45.0	19	19.0	6	6.0	1	1.0	100
It is appropriate to use L1 in L2 teaching to give instructions	22	22.0	39	39.0	21	21.0	15	15.0	3	3.0	100
It is appropriate to use L1 in L2 teaching with activities which would be impossible to explain otherwise.	20	20.0	43	43.0	34	34.0	3	3.0	--	--	100
It is appropriate to use L1 in L2 teaching to check reading/ listening comprehension	3	3.0	21	21.0	19	19.0	37	37.0	20	20.0	100
It is appropriate to use L1 in L2 teaching for giving feed-back to students	9	9.0	18	18.0	39	39.0	27	27.0	7	7.0	100
It is appropriate to use L1 in L2 teaching because some students need to combine the two languages for future careers	11	11.0	41	41.0	36	36.0	12	12.0	--	--	100
It is appropriate to use L1 in L2 teaching for helping students who are weak	18	18.0	45	45.0	26	26.0	11	11.0	--	--	100
It is appropriate to use L1 in L2 teaching when teachers are unable to explain or say something in English	2	2.0	37	37.0	29	29.0	19	19.0	13	13.0	100

The above table highlights some cases for which Arabic appeared to be a helpful option from the perspectives of the participants. Data from the research instrument revealed that using Arabic for teaching grammar was one of the most common uses amongst the teachers (61%). Using Arabic for explaining the meaning of words was another area explored by the research tool as 70 participants believed that it is appropriate to use Arabic to define abstract and new words. In addition, teachers believed in the effectiveness of using Arabic for helping weak students (63%), giving instructions (62%) and with activities which would be impossible to explain otherwise (63%).

The Pearson Chi-Square Tests for the relationships between the teaching cycle and the statements (Using L1 to explain the meaning of words is appropriate) ,(Using L1 to explain grammar is appropriate), and (Using L1 for helping low-achievers is appropriate) were not significant $p=0.142$; $p=0.146$ and $p=0.143$ respectively. Therefore, advocating using Arabic in explaining new words and grammar for low-achievers is not limited to any teaching cycle.

Table 8

Frequencies and percentages of teachers' reasons for using L1 in TEFL contexts

Using L1 in non-TEFL related contexts	Extremely agree		Agree		Neutral		Disagree		Extremely disagree		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
It is appropriate to use L1 in L2 teaching in English classroom for assigning homework	3	3.0	20	20.0	13	13.0	49	49.0	15	15.0	100

It is appropriate to use L1 in L2 teaching to explain student's misbehaviors	15	15.0	44	44.0	16	16.0	20	20.0	4	4.0	100
Students should be allowed to use L1 in L2 teaching when talking in pairs and groups	3	3.0	19	19.0	23	23.0	41	41.0	14	14.0	100
Teachers and students should use L1 in L2 teaching when the course books suggest it	4	4.0	51	51.0	33	33.0	12	12.0	--	--	100
Teachers and students can use L1 in L2 teaching when their supervisors encourage them to do	7	7.0	38	38.0	26	26.0	24	24.0	5	5.0	100

As shown in the above table, the teachers participated in the study seemed strict about using Arabic in non-TEFL related contexts. The participants believed that Arabic should be avoided for assigning homework (64%) or for the interaction among students (53%). However, 59 participants believed that using Arabic is appropriate to explain students' misbehaviors.

The Pearson Chi-Square Tests for the relationships between the teaching cycle and the statements (Using L1 to explain homework is appropriate), and (Using L1 for explaining students' misbehaviors is appropriate) were not significant $p=0.142$ and $p=0.139$ respectively. This indicates that the participants advocating to use Arabic in explaining homework and students' misbehaviors are not limited to cycle of teaching.

As arises from the interviews in terms of the situations teachers recommended using Arabic, eleven teachers expressed that if there was a necessity, that would be for explaining grammar points, classroom management, important instructions for assignments especially for very low-achieving students and for explaining abstract words and vocabulary.

Teacher 15 further explained that teaching phrasal verbs, for example, "*gives headaches to students*", and learning them can be smoothed by using Arabic. She then elaborated that she

thinks teachers must use Arabic with idioms; she exemplified that by saying that in French they say "*It's raining ropes*" while in English "*It's raining cats and dogs*" and then said the same expression in Arabic. She then said "*why don't teachers give students the valuable explanation for the origin of the expression to give the reason in L1, why such L2 expression exists*".

Correspondingly, teacher 7 affirmed that it is "*really a precious gain of time*" when students fail in comprehending abstract words such as "*loyalty and integrity*". The teachers, who supported using Arabic in the English classes approximately , outlined the same reasons that using Arabic can at least help students gain comfort and confidence and saves time and effort. On this question, teacher 11 commented that "*fear and shame are the main brakes in the learning systems....*" so she claimed that "*if students are unable to retain anything, they will lose interest and get behind the material taught in lessons*".

All interviewees documented that most students prefer teachers to use Arabic as it is the easiest way out especially for instructions to complete assignments. Seven of interviewees expressed their understanding of that need especially if the students do not overuse or over depend on it and when using Arabic pushes students to learn English faster. Teacher 5 and 10 pointed out that they see no problem with students using Arabic. On the contrary, they expressed that using the students' own language is a "*compliment*" to the students and a kind of "*pride*" of his/ her culture as stated by teachers 5 and 10 respectively. Teacher 6 further remarked that she does not mind using Arabic when she feels it helps students understand instructions that are too difficult to assimilate if taught in English only. However, three of the interviewees expressed that they become worried and guilty if the students use Arabic or if they require her/ him to do so especially when the teacher is observed by colleagues or advisors. She said that she feels disappointed because she tries to get them to "*think in English*", but it is easier for them to use

Arabic. The rest of teachers indicated that they acknowledge the students' desire to use L1 but they do not encourage it. To illustrate that, teacher 1 mentioned that if the students asked in Arabic, she would answer in English and pretend that she does not understand what they are saying. Teacher 6 also stated *"I put myself in their shoes... I know exactly how they feel... I love reaching levels where Arabic is completely irrelevant in English classes, but that doesn't mean I punish or ignore them when they speak in Arabic"*.

By integrating the data collected from the survey and the interviews, it was found that teachers believe that the development of students' English proficiency is proportional to the amount of English input they receive; a view advocated by Ellis (2003). In addition, the results highlighted that although the students may have difficulty understanding at the beginning, as suggested by teachers in the interview, undergoing a period of ascertaining what the teacher says is a vital prerequisite for successful language learning; a view in consistent with Darian (2001). In addition, the findings illustrated that teachers can maximize English usage when teaching by incorporating plenty of self-explanatory visuals such as pictures and video clips, but finally resorting to the use of Arabic.

On the other hand, the results pin pointed some reasons in which teachers believed that resorting to Arabic is appropriate. First, the results showed that teachers think it is essential to cater for learner's diversity, as suggested by Darian (2001), especially when teaching the language skills; a consistent finding in the studies of (Bouangeune, 2009; Cummins, 2007; Lueng, 2010; Mcdowell, 2009; Roberts, 2008; Seng & Hashim, 2006; and Vaezi & Mirzaei, 2007). In other words, the participants illustrated having two options; either adhering to the learning pace of the more competent students while ignoring those who cannot follow, or making

adjustments in the teaching by supplementing the teaching with some Arabic so that teachers can wait for the less competent students to catch up;

Second, it was found that Arabic appeared to be a helpful option for teaching grammar. Their reason was that students could find it difficult to understand linguistic terms in English. This result is in agreement with many existing studies. For instance, Al-Shidani's study (2008) found that (54.5%) of the participants advocated employing Arabic for explaining grammar while (66%) of the participants in Kharma and Hajjaj's (1989) study preferred this use. Furthermore, it was explored that participants believe in employing Arabic systematically in the case of explaining abstract words; a consistent finding in Cianflone (2009) and Tang's (2002).

In addition, 59 participants in the questionnaires believed that (it is appropriate to use L1 in L2 teaching to explain student's misbehaviors) and three interviewed teachers illustrated that the students' misbehaviors could be explained more effectively and consequently controlled using Arabic. They explained that using Arabic in classroom management is more direct and consequently more effective since Arabic carries a more serious tone; a view suggested by Auerbach (1993) and a finding revealed by the study of Aqel (2006). However, participants believed that teachers should avoid using Arabic for checking students' comprehension or even allowing learners to ask questions in Arabic and doing pair or group work. The teachers' reason for avoiding L1 in the classroom in these situations was to provide students with sufficient opportunities to practice English; a consistent view revealed by Auerbach (1993); Hamdan & Hashim (1997) and Seng & Hashim (2006).

Moreover, the findings indicated that since teachers face "limited class time" and "tight teaching schedule", L1 is the best choice to be used to save time explaining new and difficult concepts, as suggested by Auerbach (1993) and achieving the learning objectives; a view in

consistent with the studies of Karathanos (2009); Schweers (1999); Sharma (2006); Tang (2002); Vaezi & Mirzaei (2007) and Zacharias (2003). Moreover, the results outlined that Arabic can be an asset in maintaining discipline, managing the classroom successfully, reducing stress, soothing anxiety and therefore enriching students' confidence ; views found in the studies of Anh (2010); Ellis (2003); Iddings, Risko, & Rampulla(2009); Miles (2004). Finally, it was found using L1 is advantageous in fostering a higher level of motivation and engagement at schools and therefore recognizing the students' needs of encouragement, recognition and confirmation of their success to strive hard to improve and continue to do their best.; a view in consistent with Cianflone (2009); Ellis (2003); Iddings, Risko, & Rampulla (2009); Mcdowell (2009); Nazary (2008) and Weschler (1997).

Results of the third research question (From the perspectives of teachers of English language in Al-Ain in United Arab Emirates, how might Arabic facilitate or hinder students' learning of English?) were based on the data obtained from the semi-structured interviews and the classroom observations.

Concerning the obtained data from the interviews on the participants' beliefs whether Arabic hinders or improves English learning, six mentioned that using Arabic hinders English learning, especially the listening skills. They explained that if students begin to expect all the instructions in Arabic, they will be less intent of listening or seeking English clarification. One interviewee indicated that using Arabic in teaching English will always make students dependent on translation "*may very well resent English*" in order to understand. Teacher 4 reported that using Arabic will delay "*students' competency with English as they will stay thinking in Arabic*". Consistently, teacher 2 commented that using Arabic can distract students' attention from "*peculiarities of English as a second language*". Teacher 3 shared the same belief of teacher 1

and further completed that using Arabic will not make students able to *"fully focus on English and language learning, I guess, is more effective in full immersion"*. Teacher 4 shared the same belief by saying *"...in my opinion, the absorption of a language comes directly from the amount of usage it gets and that should start at the language classroom"*. She further encouraged teachers to get into the habit of using and practicing L2 as much as possible. Consistently, teacher 1 stated that *" I think it hinders learning, because it clings onto the past, interferes with the future and confuses learning of English, so, by all means, it is a waste of class time!"*. She also added that using Arabic makes the interaction in the English class *"unreal"*; views stated by the advocates of the Monolingual approach.

On the other hand, the rest of the teachers claimed that using Arabic is a facilitator, a view that is consistent with Corder, (1992, cited in Ellis, 2003, p. 94). Particularly, Teacher 10 mentioned that using Arabic makes all languages *"equal and combats language imperialism"*; and therefore students will have a sense that their language is valued. Teacher 5 illustrated that *"stressful learning is useless"* and that *"the use of Arabic facilitates learning "psychologically"* because having something familiar in a classroom, such as Arabic, relaxes the students.

Correspondingly, teacher 9 emphasized that by using Arabic; teachers can build a better relationship with students, share with them their progress and give deeper explanations of abstract concepts. She continued that it can serve to do comprehension check as she stated *"if you throw a few Arabic sentences here and there while speaking in English, students with low understanding will be on track and focused on what you are saying"*. Teacher 6, who speaks three languages, argued that the knowledge of one language *"assists"* language learning. In terms of the benefits that can be gained of using Arabic, the majority believed that using Arabic will be

of a great help in ELT related-context, such as in occasional instruction clarification, vocabulary translation, grammatical rules and support for low-achieving students in reading comprehension.

Teacher 7 added that she once encouraged her low-level proficiency English students to use Arabic to generate ideas before writing or composing in English and then marked a notable improvement in their performance and motivation. Teacher 9 compared the process of language learning to the process of learning how to walk; he further described that by saying "*we learn to walk by crawling first, then taking a few steps holding somebody's hand, then holding on to chairs and furniture nearby, then we take a few steps by ourselves, then we run (and fall and get up), till we forget we had no idea how to walk when we were smaller, and walking comes naturally to us; in my opinion, this is how we should learn a language*". Illustrating the benefits of employing Arabic, teacher 11 believed that some teachers want their students to "*race ahead*" with English, because they see it the "*sole*" opportunity to "*discard*" the past and "*embrace*" the future, but he thought "*those have narrow minds that let them discard the advantages of using Arabic in the class in all aspects, especially on the willingness and enthusiasm of students to attend the class not only physically*".

Consistently, teacher 5 mentioned that "*I guess some teachers may feel that L1 is not important to teach L2 and that it may even interfere with the L2 learning because particularly they are monolingual themselves*". Moreover, teacher 13 thought that using Arabic will benefit students in ways that it "*brings English more deeply into students' pre-existing personal worlds by normalizing its use and making it less foreign to them*". Some conveyed that using Arabic will be beneficial in ELT non-related context such as; helping students gain confidence without feeling overwhelmed, build their personality and trustful communication which in turn, as teacher 5 mentioned, will be fruitful in mastering the other skills especially listening.

Consistently, teacher 6 mentioned that using Arabic helps provides scaffolding needed for the mastery of the English major skills. Teacher 10 felt using Arabic will be helpful for class management and important instructions for assignments.

The data collection methods used in the qualitative part were very helpful in gaining more insights into the topics covered in the survey questionnaire. As a result, observations were a valuable aid for collecting more data. By drawing a connection between teachers' beliefs and their practices, the researcher explored whether what the participants expressed in their interviews agrees with what they actually practiced in the classroom.

The first observation was conducted in Ms. Sara's class; an Arabic-speaking English teacher for grade 9. The phenomenon thing the researcher observed was that Arabic was broadly used by the students. The teacher tried to control that as much as she could, but it seemed it was habitual for students to use Arabic in English classes and did not appear overnight. In addition, the observer noticed that the students preferred to get the meaning directly from the teacher or their peers in Arabic without checking a bilingual dictionary if the teacher required them to do so by saying *"teacher, so what does it mean in Arabic?" or "I don't have a dictionary"*.

During the observation of the class, the observer noticed that the teacher herself referred to Arabic or was required to use Arabic by students while teaching reading comprehension, mainly vocabulary. The observer noticed that the teacher first created a situation (a sort of scenario) in which she clearly contextualized the lexical items. The teacher used several sentences in which the key word appeared. The students guessed the meaning through the cumulative effects of the supporting sentences. However, when the teacher faced some difficult words like *virtue* and *value*, she connected their meanings with their equivalents in Arabic; a strategy she used for explaining abstract words and checking comprehension. Ms. Sara also did

not use Arabic in the grammar class as she was teaching active and passive voice. She only used Arabic for giving instruction and for teasing her students in L1 when they gave a silly answer. The observer noticed that the whole class reacted very positively and in a friendly manner and then concluded that using L1 can mediate the power relationship between the teacher and the students. As Arabic and English structures are dissimilar, Ms. Sara separated them in listening and speaking classes to avoid confusion. The observer concluded that as students keep on hearing and listening to English language, they become more comfortable and proficient in it. However, the observer noticed that not all the students were involved and engaged; and just those who were proficient in English shone in the class while the others looked puzzled. In addition, when a non-proficient student was invited to participate in the discussion or any activity, she hesitated and then spoke mixing Arabic and English in her response. The teacher reacted optimistically and was encouraging that her answer was brilliant but needed to be oriented using English only. Therefore, the observer concluded that Ms Sara seemed to be understandable of the students' needs in referring to Arabic. The observer additionally concluded that when English was used, only few students volunteered to answer questions, and that reaction was completely different in comparison to using Arabic. The students became energetic and constantly yelled out the answers, although some were not correct. That could be a good sign to show that the students feel more confident and comfortable with taking risks in their English learning. During the writing class, the teacher asked the students to work collaboratively and brainstorm ideas on the assigned topic. The students were discussing their ideas in Arabic and then asked the teacher to give them the meanings of some words in English. The teacher did not ask them to discuss in English or to refer to the dictionaries. During that class, the observer noticed that the teacher used Arabic to call the attention of one of the students whose ability to

screen out irrelevant stimuli seemed limited and to describe the behavior she found unacceptable in the classroom when two students kept chatting together and giggling. The students became quite and attentive since they understood exactly what the teacher required them to do. That also could be interpreted that using Arabic can be a tool for better explanations of students' misbehaviors.

The observer attended four classes with the 2nd teacher, Ms. Carla (a native English speaker) who teaches English for grade 3 with a native Arabic-speaking teacher assistant. The observer noticed that Mrs. Carla explains the difficult vocabularies in reading comprehension texts by connecting the meaning to real objects or phenomena. Her explanations included procedures such as demonstration, realia and visual aids. The teacher then supplemented her actions by verbal explanations of the new words. When the students faced a difficult word, she encouraged them to discover the word's meaning from its parts or by elicitation, for example, the teacher gave the word "*pleased*" and then invited learners to give its definition or synonym. For explaining the abstract words (e.g. *hope*), the observer noticed that the teacher pronounced the abstract words several times and learners repeated the word aloud (chorally and individually) and then allowed the assistant to give further explanations in Arabic which seemed so comforting for all students. The researcher concluded that as Ms. Carla realized that English proficiency of the students was not high and thus their motivation for learning English, Arabic served to make the feedback explicit and comprehensible to them. As a result, the teacher agrees that the assistant pedagogically scaffolds students using Arabic for abstract and difficult activities that would be time-consuming to explain otherwise. Ms. Carla used English for giving instructions for doing the activities, yet the observer noticed that classroom became full of whispering students, marked by looks of bewilderment. Therefore, they started talking together trying to know what the

activity required them to do. A simple way Ms. Carla did to double-check that the students understood was to ask a few students to repeat the instructions back to her and then asked the assistant to call their attention to be quiet and then explain the directions in Arabic for the low-achieving students. The observer noticed that Ms. Carla is a well-trained and resourceful English teacher who could act out, demonstrate, illustrate or coach new learners to do what was required in class without ever using Arabic, yet appeared to agree on using Arabic by the assistant when the students needed help for performing linguistic tasks. Overall, the class observations conducted clearly revealed the teachers' positive perceptions about Arabic in English classes and agreed on the benefits gained by using Arabic in learning process. It was apparent that teachers and students seem favorable to Arabic use in terms of explanation of grammar, difficult vocabulary items and concepts and for general comprehension.

After exploring the reasons why teachers choose to or not to use L1 in their L2 teaching, the final research question attempted to understand their perceived potential benefits and drawbacks of pedagogically employing L1 on their students' L2 learning. The results outlined that Arabic hinders English learning if the teacher depended on employing it in all contexts.
It was concluded that over-reliance on Arabic in English language teaching has an adverse consequence. That was outlined in the questionnaires and the interviews conducted and confirmed by observations when the teacher refused to use Arabic in explaining concrete words. That was consistently illustrated by Anh, 2010; Miles, 2004; Roberts, 2008; and Seng & Hashim, 2006) when they warned that overdependence on L1 might slow down or limit the development of students' understanding and interpretation of L2. Moreover, the findings revealed that the teachers believed that using Arabic reduces the students' exposure to English language and with

prolonged exposure to Arabic in English classes, students may find it difficult to acquire English; findings illustrated in the studies of (Al-Alawi, 2008; Al-Shihdani, 2008 and Aqel, 2006(.

On the other hand, the results highlighted that using Arabic can facilitate English learning by being an aid to creating an affective learning environment as a facilitator of students' comprehension. That was illustrated by responses in questionnaires and interviews, and was proven in observations when the students seemed understanding and knowledgeable of what is happening in the class; a consistent view with Ellis , 2003; Seng & Hashim, 2006 and Vaezi & Mirzaei, 2007). Moreover, the results showed that since the students understand what was happening in the lesson and had a clearer idea about what was expected from them, their participation in the class activities greatly increased, which in turn led to higher achievement of the language as the teachers expressed and was suggested by (Auerbach,1993; Aqel, 2006; Lueng ,2010; Schweers ,1999; Sharma ,2006).

Summary

The data obtained showed that the majority of the participants advocated the use of Arabic in ELT (75%). According to them, Arabic was a part of the teaching method and could play a positive role in the classroom. This is similar to the point of view of Atkinson (1987), who believed in the great potential of L1 "as a classroom resource" (Atkinson, 1987, p. 241). The findings suggest a lot of situations in which Arabic should be used in ELT. Among them, 'explaining grammatical points' (75%), 'explaining new words' (67%) and 'checking for understanding (67%)' were the three most popular situations

Most of the participants highlighted the importance of sufficiently immersing students in English ,as L2, with the agreement of using Arabic in a way that doesn't cause over dependence or misapplication. In explaining the importance of using Arabic in English classes, the

participants referred to statements such as "*giving more comfort and confidence to students*", "*validating students*", "*fruitful in some EFL-contexts* "and "*a precious gain of time*". The observed teachers used Arabic and found it beneficial for explaining abstract words, classroom management, and important instructions for assignments especially for very low-achieving students. That is consistent with views of interviewed teachers who highlighted that with statements like "*teaching phrasal verbs will be smoothed with Arabic*", "*using Arabic helps students foster their identity with pride within the social context of the English language*" and "... *when students fail in comprehending abstract words such as 'identity'* "; views that were consistent with the findings of the studies of (Bouangeune ,2009; Cummins ,2007; Hamdan & Diab,1997; Miles,2004); Robert,2008; Seng & Hashim,2006; and Vaezi & Mirzaei, 2007). However, for teaching vocabulary, the participants pointed to the importance of referring to synonyms and/or antonyms, creating a context for students to imagine or any means before using Arabic to help students comprehend the meaning.

As many previous studies claimed that judicious and systematic L1 use will likely appear diverse in different classroom situations; (Al-Shihdani, 2008; Anh, 2010; Aqel, 2006; Cianflone, 2009; Nazary, 2008; Schweers, 1999; Sharma, 2006; Tang, 2002 and Weschler, 1997), the present study goes in line in supporting the suggestions for the judicious use of Arabic in ELT. Approximately all studies declared that there are dangers of overuse, of L1 in the acquisition of L2, this study also warns about making the amount of Arabic conversation among students exceed the English conversation. Moreover, it is worth it to mention that this study makes using Arabic or not in ELT dependent on the knowledge levels of students, and therefore the proportional amount of Arabic must be considered based on student's level, aims and the duration of the class.

Conclusions and Recommendations

1. Conclusions

Joining the argument surrounding the employment of L1 in L2 teaching in general and in ELT in particular, this article highlights that once Arabic is not overused and its use is adapted to the context of each class, it can be seen as an efficient tool in the ELT classroom. The outcome of the present study also presents the possible useful roles of Arabic in several situations such as explaining new words, especially terminologies and abstract words, and classroom management in ELT in UAE.

The results of this study revealed that the use of Arabic, as the first language in United Arab Emirates in English language teaching, was an unavoidable phenomenon. The teachers and students' use of Arabic appeared to be systematic, though there were a few cases in which they did not make the sole use of it. The teachers were aware of the disadvantages of the excessive use of Arabic, and thus their use of Arabic depended on their students' specific needs most of the time. They preferred to use it with beginners and low-achieving students to help them understand the new language. Moreover, the study revealed some situations for which the teachers used Arabic. Explaining grammatical terms and introducing new vocabulary were the main areas for employing Arabic by teachers. Despite the teachers' flexibility in using Arabic in some situations, they appeared to be strict about allowing their students to ask questions in Arabic; also, they were not in favor of using Arabic for checking students' comprehension or for explaining the meaning of concrete words.

2. Recommendations

It is recommended that the curriculum developers consider the results to publish guidelines for teachers and students to apply Arabic systematically. Policy makers are also

recommended to inform and fine-tune the current and future educational policies to encourage teachers to plan beforehand to use Arabic systematically.

On the other hand, it is recommended that further studies should be undertaken on larger scales to develop more understanding of teachers' attitudes towards applying Arabic in EFL classrooms in the Emirati context. Moreover, this study could encourage further research to investigate the relationship between using Arabic and motivation on one hand and between using Arabic and promoting learners' level on the other hand. Additionally, there may be a need to conduct experimental studies in order to evaluate the actual role of Arabic in these situations, which is likely to make an important contribution to the development of a systematic way of using Arabic to the end of effective English language teaching and learning. These new studies could help educators and curriculum developers to successfully publish guidelines for teachers and students on applying Arabic systematically.

References

ADEC, (2011). *About ADEC*. Retrieved from: www.**adec**.ac.ae/English/Pages/About**ADEC**.aspx

ADEC, (2010). *Together:* Newsletter. Abu- Dhabi Educational Council: United Arab Emirates.

Al-Alawi, T.M, (2008). Teachers' beliefs and practices about the use of L1.In S Borg (Ed.). *Investigating English language teaching and learning in Oman.* Muscat: Ministry of Education, Oman.

Al-Shihdani, A. N (2008). Teachers' beliefs about using Arabic in the English classroom. *S. Borg (Ed.). Investigating English language teaching and learning in Oman.* Muscat: Ministry of Education, Oman.

Anh, K. (2010). Use of Vietnamese in English language teaching in Vietnam: attitudes of Vietnamese university teachers. *English Language Teaching Journal, 3* (2), 119-128.

Aqel, F. (2006), Using the mother tongue (Arabic language) in EFL. *Journal of Educational Sciences,9,* University of Qatar.

Atkinson, D. (1987). 'The mother tongue in the classroom: A neglected resource? *English Language Teaching Journal, 41,* 4, 241-246.

Auerbach, E. (1993). Re-examining English only in the ESL classroom. *TESOL Quarterly, 27.* 1, 9-32.

Bouangeune, S. (2009). Using L1 in teaching vocabulary to low English proficiency level students: A case study at the University of Laos. *English Language Teaching Journal, 2* 3, 186-193.

Brooks, K. & Karathanos, K. (2009). Building on the cultural and linguistic capital of English learner (EL) students. *Multicultural Education 16,* 4.

Brown, H.D. (2000). *Principles of language learning and teaching* (3rd Ed.). New Jersey: Prentice Hall Regents.

Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy.* (2nd ed.) White Plains. NY: Longman.

Bryman, A. (2008) 'Integrating Quantitative and Qualitative Research: how is it done?' *Qualitative Research, 6.* 1, 97-114.

Bruthiaux, P. (2002). Predicting challenges to English as a global language in the 21st century. *Language Problems and Language Planning 26*, 2, 129–157.

Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal 28*, 29-39.

Cameron, L. (2001). *Teaching Languages to Young Learners.* Cambridge: Cambridge University.

Cianflone, E. (2009) " L1 use in English courses at university level". *ESP World, 8*, 22, 1-6. Retrieved from http://www.esp-world.info

Cole, S. (1998). The use of L1 in communicative English classrooms. *The Language Teacher.* Retrieved in 2008 from http://jalt-publications.org/tlt/files/98/dec/cole.html

Collins English Dictionary, (2003). HarperCollins Publishers.

Cook, V.J. (1997). Monolingual bias in second language acquisition research. *Revista Canaria de Estudios Ingleses, 34*, 35-50. Retrieved from

http://homepage.ntlworld.com/vivian.c/Writings/Papers/MonolingualBias.htm

Cook, V. J. (2001). Using the First Language in the Classroom. *The Canadian Modern Language Review, 57*, 3, 403- 419. http://privatewww.essex.ac.uk/vcook/501-6.html

Crystal, D. (2000). Language Death. Cambridge: Cambridge University Press.

Crystal, D. (2003). *English as a Global Language* (2nd Ed.).Cambridge: Cambridge University Press.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics 10*, 2, 221-240.

Darian, S. (2001) Adapting Materials for Language Teaching. *Forum 39*, 2, 2.

Drosatou, V. (2009). The use of the mother tongue in English language classrooms for young learners in Greece. *Department of Language and Linguistics: University of Essex*

Eaton, S.E. (2010) Global Trends in Language Learning in the 21stCentury. Calgary: Onate Press. www.eatonintl.com

Ellis, E.M. (2003). *Bilingualism among Teachers of English as a Second Language: A study of second language learning experience as a contributor to the professional knowledge and beliefs of teachers of ESL to adults* (Doctoral thesis, Griffith University, 2003). Retrieved from http://www4.gu.edu.au:8080/adt-root/public/adt-QGU20040618.172404/index.html

Fang, S & Qing, L. (2007). Languages Teaching approaches and methods. *US-China Education Review, 4*, 1.

Frankenberg- Garcia, A. (2000). *Using Portuguese in the Teaching of English*. Retrieved from: http://www.portuguesemct.pt/repositorio/frankenburg- garcia2000b.doc

Gabrielatos, C. (2001). L1 use in ELT: Not a skeleton, but a bone of contention: a response to Prodromou. *TESOL Greece Newsletter 70*, 6-9.

Gay, L.R; Mills, E. & Airasian, P. (2009). *Educational Research: Competencies for Analysis and Applications*. Pearson Education

Godwin, S. (2006). Globalization, Education, and Emiratisation: A Study of the United Arab Emirates. *The Electronic Journal of Information Systems in Developing Countries, 27*. Retrieved from www.ejisdc.org

Haley, M. & Austin, T. (2005). *Content-Based Second Language Teaching and Learning: An Interactive Approach.* MyLabSchool Edition. Pearson Education

Hamdan, J. & Diab, T. (1997). Using Arabic in Testing Reading Comprehension in English. *The Qatari Educational Research, 2*, 9-27.

Hamin, S., & Majid, A. H. (2006). The use of first language in limited English proficiency classes: Good, Bad or Ugly? *Bilangan, Jilid, 1*. Retrieved on July 11, 2008 from http://eprints.ukm.my /24/1/sitihami-edited1.pdf

Harmer, J. (2001). *The Practice of English Language Teaching.* Second Edition Longman. Oxford: Longman.

Hawks, P. (2001). Making distinctions: a discussion of the use of mother tongue in the foreign language classroom. *HWA Kang Journal of TEFL.* Retrieved from http://geocities.com/HawksToungue.html

Helati, P.L. (1989). Teaching vocabulary by translation. *ELT Journal, 34*, 4.

House, J. (1997). *L1 Quality Assessment: a model revisited* .Gunter Narr Verlag

Howatt, A.P. (1984). *A history of English Language Teaching.* Oxford: Oxford University Press.

Hurley-Lessow, J. (2003). *Meeting the Needs of Second Language Learners: an Educator's Guide.* Alexandria, Va: Assn for Supervision & Curriculum Development.

Iatcu, T. (2005). *Teaching English vocabulary to bilinguals-/Hungarian-Romanian with the help of Romanian.* Cascadilla Press, Somerville.

Iddings, A., Risko, V. J., & Rampulla, M. P. (2009). When you don't speak their language: Guiding English-language learners through conversations about text. *The Reading Teacher 63*,1, 52-61.

Januleviciene, V. & Kavaliauskiene, G. (2002). Promoting the Fifth Skill in Teaching English for specific purposes World. *Web-Based Journal, 1*, 2, 1-10. Retrieved from http://www.esp-world.info

Jordão, C.M. (2009). English as a foreign language, globalization and conceptual questioning. *Globalization, Societies and Education, 7*, 1.

Kharma. N & Hajjaj. A(1989). Use of mother tongue in ESL classroom. *International Review of Applied Linguistic in Language Teaching in IRAL, 27*, 3, 223-252.

Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning.* Oxford: Pergamon.

Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition.* Oxford: Pergamon. Retrieved from:

http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf

Lado, R. (1964). *Language Teaching: A Scientific Approach.* New York McGraw-Hill

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

Lawrenz, F & Huffman, D. (2002). Classroom observation protocol. *CETP Core Evaluation.* Retrieved from :http://www.cehd.umn.edu/carei/cetp/Handbooks/COPHandbook.pdf

Lueng-Chung-Yin. P. (2010). The English Teachers' beliefs and attitudes in the pedagogic use of Cantonese in English classes in Hong Kong secondary schools. *Language Education*. Retrieved from: http://hdl.handle.net/10722/123915

Mcdowell, L. (2009). L1 use in instructions for low-level proficiency. *THE LANGUAGE TEACHER 33,6*. Retrieved from http://jalt-publications.org/files/pdf-article/33.6_art1.pdf

Miles, R. (2004). Evaluating the use of L1 in the English language classroom. *Center for English language Studies*. Retrieved from www.cels.bham.ac.uk/resources/essays/Milesdiss.pdf

Nazary. M. (2008). The role of L1 in L2 acquisition: Attitudes of Iranian university students. *Novitas Royal. 2*, 2.1-15.

Nation, P.S. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press

Nation, P. (2003). The role of the first language in foreign language learning. *The Asian EFL Journal. 5, 2*. Retrieved on December 10, 2007 from http://www.asian-efl-journal. com/june_2003_PN.html

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.

Prodromou, L. (2001). From Mother Tongue to Other Tongue. *Bridges 5*. Retrieved from http://www.thracenet.gr/bridges/bridges5/

Richards. J., & Rodgers. T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

Ringbom & Hakan. (1993). *Near-Native Proficiency in English*. Finland: Abo Akademi.

Roberts, T. A. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. *Reading Research Quarterly 43*,2, 103-130.

Rodgers, T.S. (2001). Language Teaching Methodology (ERIC Issue Paper). Washington, DC: *ERIC Clearinghouse on Languages and Linguistics.*

Ross, N.J (2000). Interference and intervention: using L1 in EFL Classroom. *Modern English Teacher, 9,* 61-66.

Schweers, C. W. (1999). Using L1 in the L2 classroom. *English Teaching Forum, 37,* 2, p.6- 13.

Seng, G and Hashim, F. (2006). Use of L1 in L2 reading comprehension among tertiary ESL learners. *Reading in a Foreign Language, 18,* 1.

Sharma, K. (2006), "Mother tongue use in English classroom". *Journal of NELTA,* 11, 2, 80-87.

Singleton, D. M. & Ryan, L. (2004). *Language Acquisition: the Age Factor (2nd edition).* Multilingual Matters Limited.

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching.* Oxford: Oxford University Press.

Swan, M. (1985). A critical look at the communicative approach. *English language Teaching Journal, 39,* 1, 2-12.

Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum, 40,*1. Retrieved November 2007 from http://exchanges.state.gov/englishteaching/forum/archives/docs/02-40-1-h.pdf

Vaezi, S. & Mirzaei, M. (2007). The effect of using translation from L1 to L2 as a teaching

technique on the improvement of EFL learners' linguistic accuracy. *Humanizing Language Teaching*, 9,5. Retrieved from http://www.hltmag.co.uk/Sep07/mart03.htm

Weschler, R. (1997). Uses of Japanese (L1) in the English Classroom: Introducing the Functional-Translation Method. *The Internet TESL Journal*, 3(11). Retrieved December 20, 2007 from http://iteslj.org/Articles/Weschler-UsingL1.html.

Yano, Y. (2001). World Englishes in 2000 and beyond. *World Englishes*, 20,2, 119-131.

Zacharias, N. T. (2003). *A survey of tertiary teachers' beliefs about English Language Teaching in Indonesia with regard to the role of English as a global language* (Master thesis, Assumption University, 2003). Retrieved from **Error! Hyperlink reference not valid.**.

APPENDIX A

Dear participants,

The following questionnaire aims at investigating the perceptions of teachers towards teacher's using of first language in the English classroom in the context of public primary schools in the emirate of Abu- Dhabi in United Arab Emirates. It is hoped that the results of the study and the conclusions reached will contribute effectively to teaching and learning English as a foreign language in the emirate of Abu- Dhabi in United Arab Emirates. Your honest, objective and frank opinion will therefore be highly appreciated as a constructive instrument for the successful completion of the study.

May I stress that the confidentiality will be maintained while dealing with your responses and will solely be used for the research purposes.

Thank you for your cooperation.

Yours sincerely,

Ramia Dirar Musmar

Personal information:

Please tick the appropriate box

A-Age
I. 20- 29   □   II. 30-39   □   III. 40-49   □   IV. More than 50   □

B- Highest qualification obtained

I. Diploma   □   II. Bachelor   □   III. M.A   □   IV. PHD   □

C-First language

D-Arabic   □   English   □   Others   □   please specify:....................

E- Teaching Cycle:

Primary school- Cycle 1 (Grades 1-5)   ☐

Middle School- Cycle 2 (Grades 6-9)   ☐

Secondary school- Cycle 3 (Grades 10-12)   ☐

F- Experience

I. 1-5 years ☐   II. 5-10 years ☐   III. 10-15 years ☐   **IV.** More than 15 years ☐

Details:

-**A foreign language** is a language not spoken in the native country of the learners referred to.

-**Teaching English as a foreign language (TEFL)** refers to teaching English to students whose first language is not English.

-A **first language (L1)** is the language(s) a person has learned from birthhttp://en.wikipedia.org/wiki/First_language - cite_note-0 or within the critical period, or that a person speaks the best. In the context of this study, first language is Arabic.

-**A second language (L2)**is any language learned after the first language or mother tongue. In the context of this study, the second language is English.

Please select the degree of your agreement with the following statements by ticking the appropriate box (√)

1. Teachers' Beliefs about Using L1					
1.1 Using L1 in L2 teaching	*Extremely agree*	*Agree*	*Neutral*	*Disagree*	*Extremely disagree*
L1 should never be used in English language teaching					
L1 should be used in English language teaching frequently					
L1 should be used in English language teaching only when necessary					
L1 should be used in English language teaching all the time					
With older learners teachers should keep the use of L1 to a minimum					
Teachers should be allowed to use L1					
Translation from L2 to L1 or vice versa can be used as a test					
1.2 Interaction with students	*Extremely agree*	*Agree*	*Neutral*	*Disagree*	*Extremely disagree*
Learners prefer a teacher who knows their mother tongue					
Learners dislike L1 in L2 teaching and feel it is a waste of time					
Learners should be allowed to use their L1 in L2					

classroom.					
Teachers use L1 when they lack confidence in their own knowledge of English					
Using L1 in L2 teaching hinders communication					
Using L1 in L2 teaching makes the classroom interaction very unreal					
Using L1 in L2 teaching discourage students to use L2 outside the classroom					
Using L1 in L2 teaching raises students' participation					

1.3 Differentiation	*Extremely agree*	*Agree*	*Neutral*	*Disagree*	*Extremely disagree*
Using L1 in L2 teaching hinders understanding					
Learning L2 is improved when the teacher knows the learners' L1					
Using L1 in L2 teaching is necessary with younger learners of L2					
Using L1 in L2 teaching affects learning of L2 accurately					
Using L1 in L2 teaching gives the impression that teaching/learning English is not a serious matter					
Using L1 in L2 teaching encourages students to think in L1					
Using L1 in L2 teaching motivates slow learners					
Using L1 soothes anxiety					
Using L1 in L2 teaching can prevent time being wasted on tortuous explanation and instructions					

2. Teacher's Reasons for Using L1 in L2 Teaching

2.1 Using L1 in EFL Contexts	Extremely agree	Agree	Neutral	Disagree	Extremely disagree
It is appropriate to use L1 in L2 teaching to explain complex grammar					
It is appropriate to use L1 in L2 teaching to define new vocabulary					
It is appropriate to use L1 in L2 teaching to help students guess the meaning					
It is appropriate to use L1 in L2 teaching to explain difficult concepts					
It is appropriate to use L1 in L2 teaching to give instructions					
It is appropriate to use L1 in L2 teaching with activities which would be impossible to explain otherwise.					
It is appropriate to use L1 in L2 teaching to check reading/ listening comprehension					
It is appropriate to use L1 in L2 teaching for giving feed-back to students					
It is appropriate to use L1 in L2 teaching because some students need to combine the two languages for future careers					
It is appropriate to use L1 in L2 teaching for helping students who are weak					
It is appropriate to use L1 in L2 teaching when teachers are unable to explain or say something in English					

2.2 Using L1 in non-TEFL Contexts	Extremely agree	Agree	Neutral	Disagree	Extremely disagree
It is appropriate to use L1 in L2 teaching in English classroom for assigning homework					
It is appropriate to use L1 in L2 teaching to explain student's misbehaviors					
Students should be allowed to use L1 in L2 teaching when talking in pairs and groups					
Teachers and students should use L1 in L2 teaching when the course books suggest it					
Teachers and students can use L1 in L2 teaching when their supervisors or advisors encourage them to do					

Thanks for your Cooperation

APPENDIX B

Names of Jurors of the Questionnaire

Names of Jurors	Position
Prof. Mohamed Al-Mekhlafy	Professor- Arts Education
Dr. Mohamad Shaban	Assistant professor- Arts Education
Dr. Hamed Al-Abadi	Associate professor- Educational Technology
Dr. Ismail Zembat	Assistant professor- Math Education
Sangeetha Pandaram	English Advisor (ADEC)–Primary Education
Sahar Shabana	English Advisor (ADEC)–Secondary Education
Fleur Kenward	Licensed EFL teacher -Secondary Education
Edna Hess	Licensed EFL teacher- Secondary Education
Ellen Lessard	Licensed EFL teacher- Secondary Education
Aisha Al-Dhaheri	English Coordinator- Primary Education
Malika Taher	English teacher- Secondary Education
Ibtisam Zekri	English teacher- Secondary Education

APPENDIX C

Informed Consent Form for Educational Research Study

Title of project: Use of first language in second language teaching

Person in charge: Ramia Dirar Musmar (MA Candidate in English Education)

This study aims at investigating the perceptions of teachers about using of first language in the L2 classroom in the context of public schools in Al-Ain city in United Arab Emirates.

Your participation in this research is confidential. Only the researcher will have access to your name and to information that can be associated with you. In the event of publication of this research or presentation of it at a conference or in any educational setting, the data will be anonymous and no personally identifying information will be disclosed.

By signing here you are giving consent to participating in the study described above.

_____   _____

Signature   Date

Researcher:

I certify that the informed consent procedure has been followed, and that I have answered any questions from the participant above as fully as possible.

_____   _____

Signature   Date

Questions

1) Should teachers use L1 to teach L2?

2) If not, why should not teachers use L1 to teach L2?

3) If yes, in what situations teachers should use L1 to teach L2?

4) Why should teachers use L1 in these situations?

5) How often should teachers use L1 to teach L2?

6) Do you think students want you to use L1 in teaching L2? When?

7) If yes, how do you feel about that?

8) How might teachers think the use of L1 to teach L2 would facilitate and/or hinder students'

learning?

9) Do you think students will benefit by the use of L1 in L2 classroom?

If yes, in what ways? If not, why?

APPENDIX D

Classroom Observation Checklist

Teacher _____   Gender _____

Date _____

School _____   Grade/Level _____

Pre-observation data

Class period or time of class:

Topic or topics:

Placement of class or lesson within the unit of study:

Purpose (objectives):

Intended outcomes:

Materials Used (teacher-made, manufactured, district or department-developed; characterization

of materials):

Number and gender of students:

How students will be assessed (for this lesson):

During the observed classes

1. Introduction to Lesson: provides introduction/motivation/"invitation"; explains activity

   and how it relates to previous lessons; assesses students' prior knowledge in reference to

   the Arabic language.

2. Activity/Task: Content; nature of activity, what students doing, what teacher doing;

   interactions.

3. Description of the classroom:

4. Teaching aids/materials (per activity/task if appropriate):

5. Assessment strategies used (per activity/task if appropriate):

6. Time not devoted to teaching and nature of non-academic or procedural activity (e.g., management, announcements, discipline); description of non-instructional events

7. Interaction in only English language

a. Teacher interact with students in only English in non-academic or content procedural issues.

b. students interact with each other in only English around non-academic or content procedural issues.

8. If interaction is only in English language,

a. students are hesitant to enter into the participate in the discussion/ activity

b. students actively and enthusiastically participate in the discussion/activity

9. Specific occasions (EFL related or non-EFL related context) the teacher referred to Arabic language explicitly(herself/ himself used it) or implicitly (asking one student to explain to the students in Arabic)

10. Does the teacher use Arabic judiciously and systematically (the amount of Arabic used is based on students' levels of English, types of lessons....etc)

11. Does using Arabic facilitate the students' understanding (grammar or abstract concepts)? Explain

12. Does the teacher use Arabic for managing misbehavior and engaging attention for example?

13. Do students rely on using Arabic in the class? What is teachers' reaction towards that?

After the classroom observation

14. Overall, what happened during the classroom observation (e.g. in what situations was the teacher using Arabic was effective or inefficient and how effective or inefficient was that- does using Arabic help in creating an effective learning environment- does using Arabic encourage students to participate)?

15. What didn't happen and why (e.g., students didn't grasp the idea of the lesson ...)?

16. Alternative ways instructor might have handled the lesson/question/ situation.

17. Characterize students and their attitudes toward the subject matter and the teacher if Arabic language was used.

18. Notable non-verbal behavior that shows the advantages or disadvantages of using Arabic, if any.

19. Surprises/concerns, especially related to the study goals (e.g., the teacher used Arabic so students had the impression learning English is not a serious matter)

14. Overall, what happened during the classroom observation (e.g. in what situations was the teacher using Arabic was effective or inefficient and how effective or inefficient was that- does using Arabic help in creating an effective learning environment- does using Arabic encourage students to participate)?

15. What didn't happen and why (e.g., students didn't grasp the idea of the lesson ...)?

16. Alternative ways instructor might have handled the lesson/question/ situation.

17. Characterize students and their attitudes toward the subject matter and the teacher if Arabic language was used.

18. Notable non-verbal behavior that shows the advantages or disadvantages of using Arabic, if any.

19. Surprises/concerns, especially related to the study goals (e.g., the teacher used Arabic so students had the impression learning English is not a serious matter)

ED ARAB EMIRATES

Dhabi Education council

of Al Ain Educational Zone

دولة الإمارات العربية المتحدة

مجلس أبوظبي للتعليم

مكتب العين التعليمي

قسم المناهج والبرامج التعليمية

الرقــم : ..../١١/٢٠١١

2011/4/26 م

تعميم رقم (328) لسنة 2011 م

السادة /مديري ومديرات المدارس الحكومية   المحترمين

تحية طيبة... وبعد،،،

م /تسهيل مهمة باحث

في إطار التعاون القائم بين مكتب العين التعليمي ومؤسسات المجتمع ،تقوم الأستاذة/ راميه ضرار مسمار ، بأعداد دراسة عنوانها:

" استخدام اللغة الأم في تدريس اللغة الانجليزية في إمارة أبوظبي بدولة الإمارات العربية المتحدة" ،وتتضمن الدراسة تعبئة استبيان للمعلمين ومعلمات اللغة الانجليزية في المدرسة ،وإعادته إلى شعبة البحوث والدراسات بالمكتب التعليمي خلال أسبوع من تاريخه .

شاكرين لكم حسن تعاونكم معنا،،،،،

وتفضلوا بقبول فائق التقدير والاحترام

عائشة راشد الشويهي

رئيس قسم المناهج والبرامج

الملخص

تهدف هذه الدراسة إلى استطلاع رأي المعلمين والمعلمات حول استخدام اللغة العربية في تدريس اللغة الانجليزية في مدينة العين في دولة الإمارات العربية المتحدة. ولتحقيق أهداف الدراسة، قامت الباحثة بجمع البيانات باستخدام أدوات مسحية وصفية ونوعية تمثلت في توزيع استبيان على عينة طبقية عشوائية مكونة من 100 معلم ومعلمة منتقين من المراحل الدراسية الثلاث، وإجراء مقابلات على 15 معلم ومعلمة و ملاحظات صفية لمعلمَين تم اختيارهم بناء على إجاباتهم في المقابلات.

وبعد تحليل البيانات، أيدت النتائج الاستخدام المنظم للغة العربية في بعض المواقف التعليمية في صفوف اللغة الانجليزية. وقد تم التوصل إلى أن استخدام اللغة العربية يؤثر بشكل ايجابي على المشاركة الصفية ويساعد على تقليل هدر الوقت التعليمي المخصص لشرح التعليمات والمهارات الصعبة. كما أظهرت النتائج أن استخدام اللغة العربية بإمكانه أن يبسط تعلم اللغة الانجليزية باعتبارها أداة تساعد على تسهيل فهم واستيعاب الطلاب وتهيئة بيئة تعليمية فعالة خاصة أثناء تدريس قواعد اللغة الانجليزية وشرح المفردات الصعبة. وبناء على ذلك، فإن استخدام اللغة العربية بشكل مناسب من شأنه أن يكون وسيلة هامة ومرجعية في بعض المواقف التعليمية مع ضرورة توخي الحذر من الاستخدام المفرط للغة العربية في تدريس اللغة الانجليزية.

وعليه توصي الباحثة أن يتم الأخذ بنتائج الدراسة من قبل مطوري المناهج الدراسية و صانعي القرار. كما يُقترح أن يتم إجراء دراسات للوصول إلى فهم أعمق للمواقف التي يُحبذ بها استخدام اللغة العربية في تدريس اللغة الانجليزية. بالإضافة إلى إجراء دراسات تجريبية لتفعيل دور اللغة العربية بشكل أفضل في المواقف الدراسية المذكورة سالفاً والتي من دورها أن تساهم بتطوير طرق منهجية لاستعمال اللغة العربية لتدريس مثمر وفعال لتعليم وتعلم اللغة الانجليزية.

جامعة الإمارات العربية المتحدة
كلية التربية
برنامج الماجستير في التربية

استخدام اللغة العربية في تدريس اللغة الانجليزية من وجهة نظر معلمي اللغة الانجليزية في

مدينة العين في دولة الإمارات العربية المتحدة

إعداد:

رامية ضرار مسمار

نوقشت هذه الأطروحة وأجيزت بتاريخ 20\10\2011

أعضاء لجنة المناقشة:

الدكتور صادق عبد الواحد إسماعيل، مشرفا

الدكتور حامد مبارك العويدي، عضوا

الدكتور نجم الدين عمر الشيخ، عضوا

جامعة الإمارات العربية المتحدة
كلية التربية
برنامج الماجستير في التربية

استخدام اللغة العربية في تدريس اللغة الانجليزية من وجهة نظر معلمي اللغة الانجليزية في

مدينة العين في دولة الإمارات العربية المتحدة

إعداد:

رامية ضرار مسمار

نوقشت هذه الأطروحة وأجيزت بتاريخ 2011\10\20

أعضاء لجنة المناقشة:

الدكتور صادق عبد الواحد إسماعيل، مشرفا

الدكتور حامد مبارك العويدي، عضوا

الدكتور نجم الدين عمر الشيخ، عضوا