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Investigating English Teachers' Views, Actual Practice and the Connection between them regarding the Use of Arabic during English Classes in the UAE High Schools

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Dedication

The completion of this thesis and my graduate training could not have been completed without the help and support of my family. I thank my mother, Fatimah Mohammed, who helped me with moral and emotional support for her caring thought the years to do my study. I want to express my love and gratitude to my husband, Ahmad Abdullah, for his understanding, support and invaluable assistance with the transcripts and for his encouragement throughout the years and to our beloved children, Maitha, Hamad and Mohammed. I am also indebted to my brothers and sisters for their moral support. I dedicated this work to the soul of my father (Hassan), I lost him before I start my graduate study-(May Allah bestow His mercy on him). Finally, I dedicated this work to my beloved country the United Arab Emirates.

ABSTRACT

This study investigated English Teachers' views, actual practices and the connections among them regarding the use of Arabic during teaching English as foreign language in one of the Northern Emirates in the UAE high schools. The present study which took place in one Emiratis in UAE adopted Activity Theory (AT) to investigate English teachers' views and their real practices on using Arabic while teaching English. The study employed a mixed method research design involving a survey, semi-structured interview and classroom observation. The study focused on the following research questions: 1) What are the English teachers' views on using Arabic during teaching English? 2) What do the English teachers' real practices reveal about using Arabic in English classes? 3) What are the common connections among English teachers' views and actual practices of using Arabic during teaching English? The teachers' views were assessed by employing the *Using Arabic during English Teaching Survey* and by conducting a semi- structured interview and the teachers' actual practices were assessed via classroom observation.

Findings and Conclusions: The results obtained revealed seven important findings. First, the *Using Arabic during English Teaching* Survey data revealed an overall significant mean (M= 2.60; SD=0.821) for using Arabic during English classes. The means for the views statements varied from high (M=3.15 to low M=1.98). Second, in terms of the four categories: Comprehension, Support Mechanism, Instruction and Involvement, the participants assigned higher importance for the Comprehension using Arabic more as "Supporting Mechanism" and "Comprehension". Third, the Semi-Structured interview data reported that the 10 participants used Arabic mostly in teaching grammar and vocabulary. Fourth, the researcher noticed that using Arabic was unavoidable phenomenon; both teachers and students used Arabic as mundane

practices in all of the observed classes. Fifth, both of qualitative and quantitative data showed there were some variations between the teachers' views toward using Arabic while teaching English. Specifically, the teachers reported that they did not prefer to use Arabic while teaching English. However, the *Using Arabic during teaching English* Survey reported that 77(91%) of the teachers use Arabic from 5 to 30 minutes from their class time and 6 (6%) teachers overused Arabic during their class time (5-30) minutes. Finally, the quantitative data supported the qualitative data gathered from the classroom observation in terms of the importance for the four categories.

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CHAPTER I

Introduction

Background

This study has its roots in my four-year experience teaching English as a second language in one of the Emirates in the UAE (2009-2012). At the beginning of my teaching journey, I was totally convinced that the best way to teach English as a second language is to use monolingual approach by using the target language (English) only. Thus, I worked very hard to avoid any kind of translation using students' mother tongue (Arabic) in my classrooms. I also punished my students if they use Arabic during the classes. Consequently, I discovered that many students were left behind especially those with law proficiency level because they could not understand just by using the second language L2 (English). Additionally, I felt that I am struggling in teaching different lessons using English, and thus I spent a lot of time and efforts just for explaining very simple things particularly in the grammar sessions, while I found it worked productively when I just used Arabic to teach certain points. Therefore, the necessity of utilizing Arabic as a medium not only for instruction, but also to facilitate learning the second language L2 in general. Since that time, I started to investigate this issue by asking my colleagues about their experiences, reflecting on my own teaching and looking for alternatives to help my students' learn the language easily. I also found that using L1 in L2 classroom is a very controversial issue; some of my colleagues support using Arabic in certain situations and with certain limits and others misunderstand how and when to use L1 properly. Further, several studies have been conducted in different parts of the world, which either support or oppose the use of first language L1 in English as a Foreign Language (EFL) classroom. For instance, those who support the use of L1 showed that a complete exclusion of first language L1 in second language L2 situation is not appropriate

(Butzkamm, 2003; Larsen-Freeman, 2000; Nation, 2003; Schweers, 1999). Instead, they argued that the use of L1 can be very beneficial while teaching L2 if it is used appropriately and systematically. Within the same line, Brown (2000, p. 68) claimed that "first language can be a facilitating factor and not just an interfering factor", and Schweers (1999) encouraged teachers to incorporate the native language into lessons to influence the classroom dynamic, and suggests that "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves" (p. 7). On the other hand, the opponent of L1 supported an English-only approach which is also collectively be known as the Monolingual Approach. For example, Prodromou (2000), who was one of the famous advocates of English-only approach, stated that the discussion of mother tongue or L1 was viewed as illegal or prohibited subject, a source of guilt and an indicator of teachers' weakness to teach properly. In addition, Januleviciene & Kavaliauskiene (2002) considered the use of L1 in L2 classes is a waste of time. Further, Krashen (1981) argued that learners of L2 should be exposed to an environment in which L2 is practiced as much as possible by providing learners with stronger theoretical and practical language use with no interference of L1 as a central hindrance to L2 (Cook, 2001; Krashen, 1981; Miles, 200)

Nevertheless, there were some language scholars who found that using the learners' L1 can serve teachers while teaching L2. For instance, Auerbach (1993) found that using L1 helps to reduce learner anxiety when they are learning a new language. Burden (2000) and Philips (1993) indicated that using students' mother tongue can create a more relaxing learning environment while Prodromou (2002) described the use of the students' mother tongue as a means of bringing the learner's cultural background knowledge into the class. Additionally, Atkinson (1987) believed that using L1 serves as a practical pedagogical tool in which it can be used to check students' understanding and to give

clear instructions. Furthermore, Buckmaster (2000) and Cole (1998) argued that L1 can facilitate the students' comprehension like explaining the meaning of abstract words and of introducing the main differences in grammar and pronunciation between L1 and L2. Thus the purpose of this study is to investigate in depth English teachers' views, their actual practices and the connections between them regarding the use the first language (Arabic) during teaching the second language (English) in one of the Northern Emirates high schools.

Problem Statement

Although, there is an overwhelming number of the studies that have been done all over the world about the use of students' first language while teaching the second language (English), there is very little research carried out at the high schools level. At present, there are very few published studies that have been investigated the teachers' views and their actual practices toward using Arabic while teaching English in UAE high schools. For example, Musmar (2011) conducted a study in Al Ain in the United Arab Emirates that investigated the perspectives of English language teachers in using Arabic in teaching English as a foreign language. Despite the compelling evidence that there is often a positive effect of using students' first language while teaching the second language, there is still other claims that using the first language could be a harmful experience for second language learners. Some of English teachers prefer to run their classes on the basis of the "Monolingual Approach" where the target language (English) is the dominant language. One main problem is the idea that exposure to language leads to learning. Excluding the students' first language L1 for the sake of maximizing students' exposure to the second language L2 is not necessarily productive (Dujmovic, 2007). On the other hand, other teachers are hesitant on using or avoiding the use of the students' mother tongue (Arabic) in English classes and the extent they are to which they allowed

to do that. Thus, this study is trying to find out the connections between what English Teachers report and do in their real practices regarding the use of the first language (Arabic) while teaching the second language (English).

The Purpose of Study

This study was designed in order to gather information about English teachers' views and their actual practices on using Arabic in teaching English. It also tries to examine the connections between the teachers' views, and their actual practices toward using students' mother tongue while teaching L2. Although there has been many research done so far in this area, the primary goal of this study is to find out how Arabic is used in English language teaching in the UAE high school settings. Admittedly, this study is not a consideration of the merits of including versus excluding Arabic from English classes. However, it seeks to get a deep understanding on what English teachers report and do in their real practices regarding the use of Arabic as a resource on teaching English as a second language, and to find out to which extent teachers' views matched their practices in teaching English. The study draws on key bodies of literature in ESL /EFL teaching, foreign language acquisition, teachers' views and critical studies in an attempt to provide a framework for considering the research questions. The present study which took place in one of the seven Emirates in UAE has approached the subject from a sociocultural angle and used Activity Theory (AT) to investigate English teachers' views and their real practices on using Arabic while teaching English. The study employed a mixed method research design involving a survey, semi-structured interview and classroom observation. A total of 85 surveys were distributed amongst the English language teachers, 10 teachers were interviewed and 3 English classrooms were observed. To fulfill the purpose of this study, the study tried to find answers for the following questions :

1. What are the English teachers' views on using Arabic during teaching English?

2. What do the English teachers' real practices reveal about using Arabic in English classes?
3. What are the common connections between English teachers' v c practices of using Arabic during teaching English?

Significance of the Study

Although the issue of using L1 in L2 classrooms has been at the central debate in recent research, there are very few studies carried out to identify teachers' views and their actual practices about the use of L1 in L2 classroom in the UAE context particularly on the high school level. To date, research has paid little attention to the use of L1 in L2 setting particularly in the UAE context. Furthermore, I have been motivated to undertake more investigation to find out the views, and actual practices of English teachers towards using Arabic in teaching L2 and to which extent teachers' views matched their practice in teaching English. The study has been conducted at the high schools in one of the Northern Emirates in the UAE and by investigating English language teachers. This study will hopefully add to our knowledge of teaching and research base on the importance role Arabic plays while teaching English.

Generally, it is hoped that the results of this study will provide insights about how practicing English Teachers view this controversial issue of using L1 in L2 settings. This may provide a conceptual model or guidance for teachers, especially novices, as to when and how Arabic use may assist English learners and be effective in L2 pedagogy. Also, understanding the value of using Arabic in English teaching 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. The findings of the present study are hopefully being useful to the English teachers, curricula designers, teaching methodology and policy makers. For example, English teachers can recognize their position in terms of using of Arabic; they

can use the benefit from the findings to revise their teaching strategies and techniques in order to allow Arabic to take part while teaching English especially for those students who have difficulties learning the target language. In addition, curricula designers may consider Arabic learners who study English while, preparing teaching materials, and designing the curricula. This study could stimulate language researchers to conduct further research in the area which may open ways to the development of new English language teaching methods and techniques that could take into consideration the best ways to incorporate Arabic use in teaching English. Finally, the study could help policy makers to reexamine their foreign language teaching methodology at teacher training and development centers. In a very important sense, this study could be important in raising our awareness of where we are at present in our practices of using L1 and in preparing solid ground for a more reasoned use of L1 in L2 classrooms.

Limitation of the Study

This study has some limitations; one of the limitations of the study is the small number of the participants used in this study. For instance, the present study conducted in one of the seven Emirates in the UAE; a wider sample will give more representation for the whole Emirates' population. Another limitation of this study is that the study only focused on the views and actual practices of the teachers and I did not take into consideration the students' views and their real practices into consideration. Although classroom observations were one of the essential parts of the study, however, I was not able to observe enough classes due to tight schedule for the teachers. Additionally, because the use of video recording was not preferable by the teachers for some cultural reasons, I use a simple observation form which focused on certain aspects related to this study; this was because the teachers were very concerned about the confidentiality of their teaching practices and classrooms. However, I think that if video or tape recordings were used,

they will maximize the chance of collecting accurate details about the participants. Furthermore, this study has focused on the views and actual practices of the high schools English teachers. Taking others grade levels might give a clear picture about English teachers' views and actual practices towards using Arabic during teaching English.

Definitions of the Key Terms

English as a Foreign Language (EFL): The study of English as a foreign language, as is the case in United Arab Emirates. There are usually no real opportunities to use English outside the classroom.

English as a Second Language (ESL): The study of English as a second language, and is usually taught in an English speaking country such as the United States of America, Canada, Australia or New Zealand where students are exposed to authentic language use.

First Language L1: One's native language or a mother tongue. In this study first language is referred to Arabic .

Second Language L2 or the Target Language (TL): Any language taught or studied which is not the learners' native language. In this study, the second language or the target language referred in English.

Organization of the Study

The present study consists of five chapters. Chapter one provides a rationale for selecting the use of L1 in L2 classrooms as an issue to be investigated. It also includes problem statement, purpose of study, significant of the study, limitations of the study and definitions of the key terms. Chapter two presents a review of the literature; it begins first with a conceptual framework, it also coverers stages that L1 teaching goes over the

history of EFL, approaches and methods about L1 and L2 use in EFL teaching, and some empirical studies on using L1 in L2 teaching which in turn includes teachers' attitudes toward using L1 in L2 teaching and using L1 in L2 teaching. Chapter three describes the method used including research design and participants, instruments, data collection and data analysis. Chapter four provides an analysis of the findings obtained. Finally, Chapter five offers interpretation and discussion of the findings; it includes summary of the findings, implication of the study and recommendations for future research.

CHAPTER II

Review of the Literature

Introduction

This chapter reviews the research relevant to the use of the students' first language (Arabic) in teaching the second language (English). To investigate to what extent English teachers' views match their actual practices regarding using Arabic while teaching English in one of the Northern Emirates in United Arab Emirates, it is necessary to consider four areas related to this study. First this chapter begins by presenting a conceptual framework which is in turn discusses the Activity Theory and how it is implemented in this study. Second, the chapter presents an overview of using L1 during L2 teaching by explaining the fundamental stages that L1 goes throughout the history of EFL/ESL teaching. Third, the chapter discusses an overview of the approaches and theories that have tackled the L1 and L2 usage in EFL/ESL teaching. Fourth, and perhaps the most important, the chapter discuses some of the studies that have been done in the UAE context followed by a review of some empirical studies which discussed teachers' attitudes towards using L1 in L2 teaching and learning. Finally, it gives a general conclusion of the review of the literature.

Theoretical Framework

This study has adopted the Activity Theory (AT) as a framework to interpret the findings of the present study from a socio-cultural perspective and transcend the commonly used descriptive approach to the issue of L1 use in L2. Activity Theory is developed from the work of Vygotsky (1978) and Leont'ev (1978; 1981) by Engestrom (1987; 1990) among others. It focuses mainly on the importance role of the socio-cultural context in understanding any given human activity. Simply, Activity Theory deals with human behaviors as activities in which subjects (people) act within a community governed by

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rules that affect the tools (artifacts) used to act on the object (what is being done) for a purpose or outcome.

Vygotsky (1978) and activity theorist Sylvia Scribner (1985) argued that the ideal primary data for an application of activity theory should be collected through ethnographic methods of participant observation, interviews, and discussions in real-life settings. Christiansen (1996) echoed their argument by explaining that "activity is a process that we can approach by unfolding the task as stated [in the behavior, verbally and in all other ways] by the actor, through historical inquiry, observation, and interviews" (p. 177).

The unit of analysis for this theory is any rule-governed, goal-oriented human activity that involves the use of cultural and technical aids. To illustrate, in this study English teaching is the human activity that involves the use of Arabic, as an aid or tool amongst others, for the teaching/learning activity.

Engeström (1987) postulated a mechanism that captured different ways of understanding how a wide range of factors interact with each other to impact an activity. To reach an outcome, it is necessary for factors (subjects or participants) to interact with an object using tools in order to mediate achieving the pre-set goal. As a matter of fact, any human activity needs to be mediated, which makes mediation one of the most important principles of an activity system. According to Vygotsky (1978), Mediation is considered one of the most important concept in Activity Theory which refers to the use of tools or 'artifacts', physical or symbolic, to shape the way things are carried out. Tools could be any media that assist in manipulating an environment in order to get the required product/information from it. Language is considered to be one of the most important tools of all teaching/learning tools. For example, when computers are used to improve

students' writing, the computer becomes a tool and so does the language as it allows the expression of ideas (Capper & Williams, 2004). Similarly, when the teachers use Arabic as a pedagogical tool to explain or clarify a notion or a function which is not comprehensible in English, such practice is a case of Arabic use as a mediating tool. According to Lantolf & Thorne (2006), "language is the most pervasive and powerful cultural artifact that humans possess to mediate their connection to the world, to each other, and to themselves" (p. 201).

Activity Theory is one type of the general theory but has flexibility which could be applied in different contexts. In the case of the present study, the application aims to explain the views regarding a phenomenon in the EFL classroom using Activity Theory as a lens.

In order to give a clear interpretation of the data collected by this study, the English classroom was approached as a setting for a human activity thought which Activity theory was applied in the following steps: The subjects in this study are the English teachers, the object is the act of English teaching, the activities of concentration are the four language skills, observed criteria is the use of Arabic as a tool by the English teachers to achieve their goal or purpose, the community setting is the high school in which the educational process is taking place, the rules are ways by which English teachers enact the use of Arabic language, the distribution of roles is that teachers teach, students learn while teachers try to create a conducive learning environment.

All the above elements have been taken into consideration as socio-cultural realities for the purposes of a meaningful interpretation of the research findings but the focus in this study is on the use of Arabic as a mediation tool for teaching.

Stages that L1 Goes throughout the History of EFL

By reviewing the history of the second language acquisition teaching and by referring to some recent studies that have been done in this area, it was found that the changes in language teaching methods have reflected recognition of changes in the kind of proficiency learners needed. The reason which makes using L1 in L2 setting goes through different supporting and opposing stages till now. Thus, the debate over whether the first language should be included or excluded in teaching the second language has been a contentious issue for a long time (Brown, 2000).

Historically, Grammar-Translation (GT) theory was dominated European and foreign language teaching from the 1840s-to the 1940s, and in its modified version GT theory was continuing to be widely used in some parts of the world today (Richards & Rodgers, 2001). On that time, Lattin was the dominant language and it was widely used in most parts of Europe as the supreme language of religion, commerce and education. Teaching grammar was the major emphasis rather than communication. According to Hamdallah (1999), this method depends heavily on translating to the student's native language, and thus translation was the means of teaching, to understand grammar, students were provided with lists of words to translate sentences (Byram, 2000). As a result of employing Grammar- Translation Method, students' use of L1 in the EFL classroom started to be viewed as uncommunicative, boring, pointless and irrelevant (Harmer, 2001). In other words, this method was challenged for doing " virtually nothing to enhance students' communication ability in the language" (Brown, 2000, p.16).

Over the time, several factors contributed to increase a demand for oral proficiency in foreign languages in the mid- nineteenth century. Those factors created a kind of rejection of the Grammar Translation Method. As a consequence, Foreign language

teaching received more attention and progressed, notably through individuals such as Marcel (1793-1896), Prendergast (1806- 1886) and Gouin (1831-1896). This epoch was known later as the Pre-Reform Movement (Howatt, 2004). Those scholars came up with the idea of the similarity between first language acquisition by children and second language learning by adults. In their point of views, first language acquisition was the model to be followed in learning a second language. Therefore, translation was considered as a source of confusion and was replaced by pictures and gestures.

The late nineteenth-century was characterized by the emergence of the Reform Movement which aim was to develop new language teaching principles (Richards & Rodgers, 2001). Employing L1 in teaching a foreign language became a debatable issue among reformers. Some reformers believed that mixing two languages would not help students to reach fluency. Therefore, learners should employ their mental capabilities to understand the meaning of the new language. On the other hand, other reformers emphasized the importance of using L1, especially when introducing unfamiliar items (Howatt, 2004).

Over the time, the necessity need for seeking new alternative teaching methodologies increased. One of the first advocates of excluding L1 was J.S. Blackie (cited in Hawkins, 1981). His philosophy of learning was that words should be associated directly with objects, and thinking in L1 should be avoided. This new method was later known as the Direct Method. The belief underpinning this method was that learners acquire L2 in the same way children acquire their L1 (Richards & Rodgers, 2001). In fact, this method was an extension to Gouin (1831-1896) and his contemporaries' natural view towards language teaching (Brown, 2001).

Like the Direct Method, the Audio-lingual Method was another famous opponent of using L1. This approach emerged as a result of the increased attention given to EFL in United States toward the end of the 1950s (Richards & Rodgers, 2001, p.53). The Audio-lingual viewed the target language and native language as two separate systems that should not be linked, so only L2 should be used (Larsen-Freeman, 2000). For instance, Brooks (1964) gave several characteristics of this method as follows:

> "The learner's activities must at first be confined to the Audio-lingual and gestural–visual bands of language behavior. Recognition and discrimination are followed by imitation, repetition and memorization. Only when he is thoroughly familiar with sounds, arrangements, and forms does he center his attention on enlarging his vocabulary" (p. 50)

Audio-lingual method focuses first on the oral skills in which listening and speaking were introduced initially prior to other skills, and after students reach certain level of competence on these skills, then the shift can be moved to the other skills: reading and writing. Again, L1 has no role to be played in this approach. The belief that L2 should be developed with no reference to L1 is known as language compartmentalization and the rationale behind this belief is to avoid L1 interference because such could errors result from L1 negative transfer (Cook, 2001).

In short, the Advocates of the Direct Method and the Audio-lingual Method emphasized the exclusion of L1 by considering L1 and L2 as two separate systems that should not be linked in order to avoid L1 interference. Further, these methodologies put a great emphasis on drills, repetitions and memorization as the major techniques in learning the target language. A teacher role in such methodologies is central and active, in other words, those are teacher-dominated methods. Whereas the students' role is reactive, they are not encouraged to initiate interaction, because this may lead to mistakes (Richards & Rodgers, 2001).

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On the other hand, Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today (Richards & Rodgers, 2001, p.151). According to this approach students are allowed to use their mother tongue where they need or benefit from it (Richards & Rodgers, 2001, p.156). Some scholars believed in the important role L1 plays in L2 teaching. In this regard, Prodromou (2000) described the mother tongue as a "skeleton in the closet" (p.7), whereas Gabrielatos (2001) described it as a "bone of contention" (p.6). Such views come to be witnessed that the role of the mother tongue has been shifted and exceeded to become one of the sources for learning and acquiring L2. For instance, Nation (2003) supported the use of L1 in L2 educational settings by considering it as a natural way for communication especially if the majority of the learners are sharing the same first language. Additionally, Nation (2003) discussed other reasons for why L1 should be used in L2 teaching. According to him L1 is more communicatively effective and easier in certain situations. Further, he believed that using L2 can be a source of embarrassment particularly for shy learners and those who feel they are not proficient in L2, and that's why L1 is more productive in this regard.

Approaches and Methods about L1 and L2 Usage in EFL Teaching

As it was discussed on the previous sections, The literature of teaching EFL reveals that there are some of the teaching methodologies and approaches that have been calling for including or/ and excluding L1. These approaches can be divided into three main approaches: Monolingual, Bilingual and Balanced Approach. The advocates for the Monolingual Approach strongly believe that they should focus on the target language and never use even a single word from the mother tongue in the classroom. Krashen (1981) was one of the famous language theorists who put a great emphasis on L2. His ideas about second language acquisition revolved around five basic hypotheses. The first and

the most important one is the" Input hypothesis". According to this hypothesis, learners acquire language when they understand messages or receive "comprehensible input". Krashen claimed that comprehensible input provides opportunities for subconscious and implicit learning which leads to achieving language competence. In this regard, the superiority of L2 may indicate prohibiting L1 in the classroom (Macaro, 1997). As a reaction of this argument, Swain (2000) extends this notion to include output as a factor which leads to language competence. She emphasized the engagement of learners in collaborative dialogues via language production. According to the output theory, learners can monitor and evaluate their language progress. Though the role of L1 in social interaction is not discussed by Swain (2000), it seems that the L2 output is the supreme outcome of the concept of interaction. Classroom interaction in L2 has been encouraged to provide learners with a naturally communicative environment (Cook, 2001).

In short, Monolingual Approach stresses the importance of minimizing, or at the extreme, banning the use of the learners' first language L1 in the L2 class. The main rationale behind this position is based on the notion that students will acquire an L2 more successfully and more quickly without the negative interference of the learners' L1 (Ellis, 2005; Ruiz-Funes, 2002; Turnbull, 2001). Furthermore, Sharma (2006) gave a justification for using only the target language in the classroom that is "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it and begin to think in English; the only way they will learn it is if they are forced to use it."(p. 80)

On the other hand, other groups of teachers who are somehow skeptical about the use of L1 or use it wisely in their classes are the proponents of Bilingual Approach, they have argued that L1 should not be abandoned in L2 classrooms and they provide some evidences to support their arguments, they discussed the use of L1 in terms of cognitive

and sociolinguistic benefits for the learners. From a cognitive perspective, they contend that learners who have mastered their L1 are sophisticated cognitive individuals, who invariably draw upon their L1 to make sense of the world, new concepts, and a new language (Cook, 2001; Butzkamm, 1998; van Lier, 1995). In this regard, the use of L1 would provide them with a valuable cognitive tool (Artemeva, 1995; Hinkel, 1980). Banning L1 from the language classroom, on the other hand, would ignore the cognitive reality that connecting new concepts to preexisting knowledge creates better chances for language learning success. In addition, L1 can be a valuable sociocognitive tool to collect ideas that can in turn help mediate the learning of L2 and promote interaction among learners in the L2 environment (Anton & DiCamilla, 1999; Storch & Wigglesworth, 2003; Thoms, Liao & Szustak, 2005; Wells, 1998). Furthermore, as the use of L1 is a sign of learners' sociolinguistic expression of their emerging bilingual status, it bridges their identity as speakers of L1 with the creation of a new self in the L2 (Belz, 2003; Chavez, 2003; Liebscher & Dailey-O'Cain, 2004).

Smith (1994) was one of the famous scholars who also supported the Bilingual Approach; according to him providing children quality education in their first language gives them two things: knowledge and literacy. The knowledge that children get through their first language helps make English they hear and read more comprehensible. According to Smith (1994) "Literacy developed in the primary language transfers to the second language. The reason is simple: Because we learn to read by reading—that is, by making sense of what is on the page" (p. 55). In this regard, Deller and Rinvolucri (2002) described the mother tongue as the womb from which the second language is born (p.4). Additionally, Miles (2004) advocated the use of Bilingual Approach and discredits the monolingual approach in three ways: 1) it is impractical, 2) native teachers are not necessarily the best teachers and 3) exposure alone is not sufficient for learning. In

support of the Bilingual Approach Atkinson (1987) proposed his theory called "Judicious use theory" in which he supported the use of L1 considering it as a vital source and also a communicative tool both for students and teachers (p. 21).

In addition to the previous two approaches, Nation (2003) introduced another language approach called a "Balanced Approach". This approach is based on four strands: 1) meaning focused input which focused on learning through listening and reading; 2) meaning focused output, the focus here is on learning through speaking and writing; 3) language focused learning which is a way of learning through deliberate attention to language features; and 4) fluency development which entails focus on learning through working with known material across the four skills at a higher than usual level of performance (Nation, 2003, p. 1)

Nation (2003) believed that teachers need to show respect for learners' first language and need to avoid doing things that make the mother tongue or the first languge seem inferior to English, at the same time, it is the English teacher's job to help learners develop their proficiency in English, here is that a Balanced Approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom. Another new teaching language approach which has also requires the teachers to make a balance between the use of L1 and L2 is the New Concurrent Method. In this method L1 is employed deliberately (Faltis, 1990). Furthermore, Reciprocal Language Teaching (Hawkins, 1987) is another method that link L1 and L2 and aimed at preparing proficient students and allowing them to switch easily from L2 to L1 and vice versa. However, achieving the balance between L1 and L2 might be difficult in contexts where English is only spoken in the classroom. For example, Communicative Language Teaching (CLT) is a method that encourages the limited use of L1; the judicious use of the native language is accepted where feasible and translation may also be used where students need or

benefit from it (Richards & Rodgers, 2001). The purpose of this method is to achieve communicative competence through focusing on the four language skills via active communication (Richards & Rodgers, 2001).

Using L1 in L2 Teaching

In terms of investigating the reasons behind why some language teachers tend to use the learners' mother tongue in EFL classrooms, Clanflone (2009) conducted a research at the university level; the interviews' results showed that both students and teachers seemed to be in favor of the L1 use for different purposes such as explanation of grammar, vocabulary items, difficult concepts and for general comprehension. They agreed that L1 should be avoided at least in testing but seem better disposed to its use to build a relaxed environment and for contrastive analysis in linguistic/cultural matters. The researcher concluded that students seem to prefer L1 use and teachers subscribe to using L1 judiciously. According to Clanflone (2009) being at the university level, using L1 may save time and increase students' motivation.

More recently, Mouhanna (2010) investigated the dynamics of the pedagogical decision to use English as a medium of instruction in content based tertiary courses. He explored that in the context of two courses, namely mathematics and information technology (IT) taught at a UAE tertiary institution's foundations program. The study focused primarily on the teachers' attitudes to the use of English as a medium of instruction, their perspectives on the place of L1 in this educational context, and their understanding of the tertiary institution's language policy in general. Findings of this study indicated that a high degree of support was evident for the use of English as a medium of instruction in teaching both courses although the respondents were predominantly native speakers of Arabic. Additionally, teachers' responses indicated that although they rarely use Arabic as part of their instruction, they tend to support the use of some Arabic to maximize

learning in some particular situations as this was considered an essential skill for students who needed to be internationally competitive in the workforce. Teachers" positive responses were attributed in particular to the acknowledgement that English was the language of business and science. According to the teachers, "English is more regarded as a universal language especially in business" and students needed to learn English language to "join the international community". (p.12)

Kharma and Hajjaj (1989) conducted a study in the State of Kuwait, the aimed of the study was to investigate and evaluate the use of the L1 in teaching EFL. The study included three main participants: teachers, supervisors and students; they were asked about their attitudes toward using L1 in L2 teaching, their actual use of the mother tongue, and about the situations and intentions for which they utilize it. The findings of this study indicated that the majority of the teachers use Arabic in their teaching the L2 in different extents; they allow their students to use it for many purposes. They also highlighted that most of the teachers use the mother tongue 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 the mother tongue in fact facilitates second language learning and teaching. After stating these significant findings, a number of suggestions were made for a limited, standardized and beneficial use of the mother tongue in the second language classroom in the official educational system.

On the other hand Cummins (2007) conducted a case study; he illustrated how using L1 can be used as a scaffolding tool to improve the students' English attainment and their ability to achieve better performance in the school. The researcher described three girls who were composing an English story but discussing their ideas in their first language Urdu, and how each one helped the other to move from spoken Urdu to written English.

Cummins (2007) showed that using L1 as a source of learning in the class allowed students to describe on their L1 concepts and knowledge, express themselves entirely, participate fully in the academic task, and to learn more English. Moreover, he pointed that when learners are allowed to build up their ideas and write in their L1 at first and then translate that writing to English writing, they produce compositions that are noticeably well-developed than their direct writing in English.

Another case study investigated in this area was conducted by Seng and Hashim (2006) in an attempt to provide insights into the extent of first language L1 use while reading second language L2 texts in a collaborative situation among tertiary ESL learners. The study was also aimed at discovering possible reasons for the use of L1 while comprehending L2 texts. The researchers used think-aloud protocols as the means for looking into the process of reading by the L2 readers in their group in order to get a better insight of their use of L1 and L2 while reading. Four students, whose L1 was Bahasa Melayu, were placed in a group and asked to think aloud while reading English texts. Analyses based on the think-aloud protocols were made to identify the reading strategies utilized by the students. Through these reading strategies the findings of that study indicated that all of the students used their L1 to resolve vocabulary and conceptual difficulties in order to help them understand the English text as a reading comprehension strategy. Particularly, the students used their L1 to understand word-level and sentence-level vocabulary, figure out the meanings of unknown word, and for translation, paraphrasing, questioning, guessing, making inferences, and word recognition. Therefore, the researchers concluded that students' use of their L1 helps them comprehend English texts; express their questions, thoughts, and reactions to the text and remove emotional barriers that can inhibit students from fully interacting with the text.

One of the studies that makes a great contribution to EFL teaching, particularly in the area of vocabulary for students with a lower proficiency level was conducted by Bouangeune's (2009) who aimed at addressing the problem of low proficiency level students in the context of the National University of Laos, and investigated the effectiveness of using L1 in teaching vocabulary. To achieve those aims, Bouangeune (2009) used two classes (n = 86) were assigned as an experimental group and the other two classes (n = 83) were assigned as a control group. The control group did not receive any treatment while experimental group received L1 in vocabulary three types of instruction, namely, testing materials (pretest and posttest), teaching instrumentations and teaching techniques. The researcher found that students who were in the experimental group which applied L1 in teaching new words had significantly better performance than those in the control group in both vocabulary in direct L1 and vocabulary in context. Furthermore, the findings indicated 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. Bouangeune (2009) explained that the direct use of L1 helped the students in the experimental group to acquire more words more clearly and a 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' first language.

Teachers' Attitudes Toward Using the L1

Since the issue of using L1 has been taken a global attention, several studies have been conducted in different parts of the world which come to the conclusion that using L1 does not hinder students' learning; rather, these studies demonstrated that the advantages of using L1 can outweigh the disadvantages if it is applied systematically. Another interesting finding from such studies was that many teachers and learners are in favor of

using L1, they see a role for L1 and support its usage since they believe in it as a natural language facilitator and learning strategy (e.g., Dickson, 1996; Franklin, 1990, Hajjaj & Kharma, 1989; Lapkin & Swain, 2000; Macaro, 1995; Macaro, 1997; Scott & de la Fuente, 2008; as Cited in Al-Nofaie, 2010, p. 65). The review below reveals that research at school level seems to be limited to some extent, and most recent studies have investigated L1 usage among college students (e.g. Al-Nofaie, 2010; Aqel, 2006; Brooks-Lewis, 2009; Bouangeune, 2009; Clanflone ,2009; Mouhanna, 2010; Raschka et al., 2009).

In a very recent study, Salah and Farrah (2012) examined the use of Arabic in English classes at the primary stage in Hebron public schools. The study aimed at investigating to the extent to which Arabic was used in the primary English classroom, the attitudes of teachers toward using Arabic and their reasons behind using it, and exploring which gender used Arabic more in the EFL classroom. In order to fulfill the research objectives, the researchers used three research tools: a questionnaire, classroom observations and interviews. The participants of this study were 44 female and male Palestinian EFL teachers, six males and females were interviewed and two female and two male classes of English were observed. Salah and Farrah (2012) found that teachers prefer to use Arabic sometimes and for specific reasons. Based on the results of this study, the most common reason for using Arabic was translating abstract words. The findings of this study also indicated that there were no significant differences in using Arabic in the primary EFL classroom due to gender and English teaching experience. Furthermore, the findings indicated that relying heavily on the mother tongue in the EFL classroom will be harmful for the students because it will deprive them from being exposed to English to learn more and better English.

Another recent study carried out in Palestine by Jadallah and Fuad (2010), the researchers conducted some interviews with five English instructors in order to investigate their attitudes and views over this controversial issue towards Arabic use in the EFL classrooms. All of the English instructors agreed that using Arabic in EFL teaching is acceptable since they believed that there are some reasons in which Arabic can be helpful e.g., clarifying the abstract words, making students feel more relaxed, saving the class time and checking understanding instructions.

On the other hand, Al-Nofaie (2010) investigated both teachers and students attitudes toward using L1. Three kinds of research instruments were implemented: surveys, interviews and observations with students and teachers. The findings of this study showed that teachers and students are using Arabic systematically, although there were a few situations in which they did not make the best use of it. Furthermore, the results showed that teachers used Arabic in order to fulfill their students' needs most of the time and they preferred to use it with beginners and those who have low proficiency level for the sake of helping them understand and grasp the new language easier. More importantly, this study discussed some situations where the teachers can be more flexible on using Arabic like explaining grammatical terms, introducing new vocabulary and giving exam instructions.

In his study on using L1 in EFL classrooms, Aqel (2006) investigated the instructors' and students' attitudes toward using Arabic language in teaching EFL in the Department of English and Modern European languages at the University of Qatar. Based on the responses to the questionnaires, the findings revealed that all of the instructors who are native speakers of English and 62.5% of non-native speakers of English felt that it was acceptable to use Arabic in EFL teaching. As for students' attitudes, it was found that 42.85% of freshmen; 54.23% of sophomores; 57.64% of juniors and 61.53% of senior

students favored the use of Arabic. Based on the findings of this study, it was recommended that a judicious use of Arabic in EFL teaching and when it is the shortest possible way to make learners understand the required points.

The last two studies to be reviewed in this section were conducted in Oman. The first study was done in the Shariqia North region of Oman by Al-Shihdani (2008) who investigated the teachers' practices and beliefs about using Arabic in the English classroom. Using cluster sampling Al-Shihdani randomly selected 42 schools from a total of 84, 150 teacher's responded to the questionnaire, their responses 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 in certain situations like in teaching young learners and to explain vocabulary, concepts and grammar. The second study was conducted in Batinah North Region by Al Alawi (2008) who investigated the beliefs of five EFL teachers and their actual use of the L1 in their classrooms. Using observations and interviews with five teachers, the researcher found a more varied picture. In terms of the reasons why the L1 was used in English classroom, the researcher found that giving instructions was the most common (30.3% of all occurrences) followed by joking (22.2%). Two of the teachers used the L1 frequently in the classroom and another two avoiding it altogether. Overall, the teachers in this study felt that using the L1 had some benefits.

Using L1 in L2 teaching in UAE Context

In his study El-dali (2012) discussed the issue of the exclusion of L1 from the L2 classroom. According to him the absence of the mother-tongue may result in meaningless and mechanical learning situations. This finding contradicts the recent research findings which stress that the two-way type of communication should be the ultimate goal of

instruction and the tool which ensures better teaching results. In this regard, Soltis (1978) argued that with total exclusion of the mother-tongue the teaching- learning situations may degenerate into a mechanical process in which "one may memorize (learn how to repeat) a phrase or a sentence in a foreign language, without knowing what it means. In such a case, one could say the person knows it (knows how to say it), but we could also say that the person does not understand what he or she is saying (comprehend its meaning)." (p. 55). Additionally, El-dali (2012) found that the inclusion of the L1 in that 'its use reduces anxiety, enhances the affective environment for learning, takes into account sociocultural factors, facilitates incorporation of learners' life experiences, and allows for learner centered curriculum development. This finding is reinforcing with the previous study which have been done on the same area.

Musmar (2011) conducted a study in Al Ain in the United Arab Emirates. The aim of her study was to investigate the perspectives of English language teachers in using Arabic in teaching English as a foreign language from the context of Al-Ain city. The researcher applied Mixed methods, beginning with developing questionnaires about the use of Arabic in English language teaching (ELT) from the perspectives of teachers of English language (n=100), then conducting semi-structured interviews with 15 selected respondents to the questionnaires and then conducting class observations with 2 teachers. Musmar (2011) found that using Arabic support the judicious use of Arabic in some situations in English language teaching (ELT) and reveal that once Arabic (L1) is not overused and its use is adapted to the context of each class. The results also highlight that the use of Arabic is not the same in all ELT classrooms. Instead, it should be adapted to suit the context of specific classroom situations such as explaining new words, especially terminologies and abstract words, in ELT in UAE.

In contrast, Hamze (2008) investigated teachers and students perceptions towards the use of Arabic (L1) in secondary level English language teaching and learning classrooms in the UAE. The study also attempt to discover the similarities and differences in the ways teachers and students perceive the use of Arabic in English language teaching classrooms, and what are the purposes, if any, in which teachers use Arabic in English language classroom activities. The researcher collected the data from two private schools in Sharjah, thought using classroom observations, surveys, and teacher interviews. Findings of this study revealed that the use of Arabic was not encouraged in the private schools in the UAE. In addition, both students and teachers revealed generally negative attitudes towards its use. Normally, the teachers used Arabic in English language classrooms in order to facilitate students' comprehension and clarify meaning that was difficult to convey using English (explaining difficult grammatical points or new vocabulary). They also employed its use for joking and discussions outside the classroom. Another interesting finding is that teachers in this study relied on three language approaches: the Audio-Lingual Method, the Direct Method and Total Physical Response when teaching English without the use of Arabic in the classroom.

Conclusion

In this chapter, I reviewed the literature relevant to the present study. I began by demonstrating the stages that L1 goes through the history of the EFL which was based on presenting the debate over whether English language classrooms should be included or excluded of L1 from L2 teaching. Direct Method and the Audiolingual Method were some of the language teaching approaches and methodologies which called for excluding the use of the L1 by considering the target language as a superior language in the class and thus it should grasp the attention from the learners as well as the teacher. Meanwhile, the new Current Language Teaching (CLT) Approach allows the learners to use their

mother tongue where they need it. I also discussed three main approaches and methods which are: Monolingual, Bilingual and Balance Approach. Each of these language approaches has its own rationale for using or /and excluding the L1 in L2 context. Upon reviewing the literature and the research relevant to the usage of the L1 in L2 classrooms, it is evident that using L1 in L2 classes is of great value because it helps a lot students especially those with low English proficiency level and beginner learners. I also presented some of the current researches that have been done in this area. The findings of most of these studies supported that both teachers and students reported a positive attitude toward using L1 in L2 classrooms.

Since research to date has paid little attention to the L1 and L2 issue in the United Arab Emirates (UAE) context especially in the high school level, I have been motivated to undertake more investigation to find out the perspectives and actual practices of English Teachers towards using Arabic while teaching English as it will be described on the following chapters.

CHAPTER III

Methodology

This chapter aimed at giving a theoretical clarification for the research methodology used in this study including research questions, methods and procedures, participants' descriptions, instruments, data collection and data analysis.

Research Questions

This study investigated teachers' views, and their actual practices toward using Arabic in teaching English. The three research questions, that guided this study, are as follows:

1. What are the English teachers' views on using Arabic during teaching English?
2. What do the English teachers' real practices reveal about using Arabic in English classes?
3. What are the common connections between English teachers' views and actual practices of using Arabic during teaching English?

Methods and Procedures

In order to answer questions posed in this study, Quantitative and Qualitative methods were employed in this study, it is also known as the explanatory Mixed Method design. In this model, quantitative data were collected first and more heavily weighted than qualitative data. The findings of the quantitative study determine the type of data collected in the second and third phases of the study which included qualitative data collections, analysis, and interpretations.

The reason for using a mixed method was identified by Gay et al. (2009) who argued that mixing two different methods of research in a single study helps to obtain more valid data. In this study, the researcher employed first Using Arabic during English Teaching

Survey to collect data for the quantitative part of this study. Gay et al (2009) defined a survey as "an instrument to collect data that describes one or more characteristics of specific population" (p.175)

The survey was written only in English language because it was targeted English teachers. The survey contained four main categories: Instruction, Comprehension, Supporting mechanism, and Involvement. Teachers were asked to respond to different statements through a 5 -point Likert scale with 5 – point being "strongly agree" to 1-point of "strongly disagree". The survey of Using Arabic during Teaching Survey was initially piloted with a smaller sample of teachers' (N=20) from two high schools in Fujairah city: Madhab and Umm Al Moomneen secondary school which was then edited prior to a larger scale distribution.

In contrast, the qualitative research approach includes methods that "are based on the collection and analysis of non-numerical data such as observations and interviews" (Gay et al., 2009, p. 8). The difference between the qualitative and quantitative research is that qualitative research contains small number of participants. Furthermore, data collected by qualitative methods are analyzed by "synthesizing, categorizing, and organizing data into patterns that produce a descriptive, narrative synthesis" (Gay et al., 2009, p. 9). According to Bryman (2006), qualitative researchers are concerned with phenomena such as values, attitudes, assumptions, and beliefs .

The researcher has chosen a qualitative research design for a fundamental part of this study for a number of reasons, namely because using a quantitative approach alone does not fully answer all of the questions posed in this study, it also helps fill some gaps that the quantitative data might overlook. Additionally, qualitative approach allows for a broad description of data to be collected and it helps the researcher to gather a large

amount of information about the topic that investigated the using of Arabic in English language teaching from the views of teachers of English language in one of the Northern Emirates in the UAE.

The research method which the researcher used in the qualitative part of this study was a semi-structured interview and classroom observation. According to Gay et al. (2009), an interview is a research data collection method used with individual participants within an "oral and in-person question-and-answer" base (p. 588). He added that the interview is a research method that is used purposefully by researchers to obtain information from a selected group of research participants. In order to get more insights about the natural environment as lived by the participants without altering or manipulation, the researcher conducted classroom observation. Additionally, Gay et al. (2009) highlighted the importance of conducting classroom observation for the researcher as it helps in obtaining more objective information than self-reports of the research participants. According to them observations were vital because articulated beliefs might not fully reflect the actual pedagogical practices; they must be inferred from, for instance, what people do in reality (Gay et al., 2009).

Sampling Procedures: The present study was conducted in one of the Northern Emirates high schools in United Arab Emirates. For selecting the schools and the participants, from the initial pool of the 95 English teachers who teach secondary schools in that Emirate, only 85 were participated in the present study. The researcher has chosen a special day where she can meet all of the high school English teachers; all the teachers were surveyed in an evaluation center where all the high school teachers who were present for grading the 12 graders examination papers. Therefore, all the teachers from all the public high schools in that Emirate including urban and rural areas participated in this study. Only 10 teachers did not participate because they were absent. It was a great

chance to collect the data in such occasion because most of the teachers were available except those were absent that day. Furthermore, 10 female participants were interviewed in the second phase of the study in order to examine their views toward using L1 during L2 teaching. Those teachers contributed valuable insights on using Arabic in English teaching. In the third phase of the study, the researcher conducted three classroom observations with two different grade levels: grade 11 and 12.

Instruments procedures: The researcher developed the instruments based on the research questions for the present study by referring to extensive relevant literature. Then, the researcher piloted the instruments to check the clarity of the statements from the respondents' points of view and to use the data collected in the piloting in the preliminary assessment of the reliability and validity of the instruments. After that, the researcher consulted some experts from the Curriculum and Instruction Department at the college of Education in the United Arab Emirates University (UAEU). One specialist was MoE English supervisor and two were English teachers in secondary schools to judge face and content validity of the instruments (See appendix E). Then, the survey, interview questions and the observation form were revised in the light of referees' comments to check that they matched the categories of the survey and whether they could produce supportive data. Later, all questions were reviewed and modified in accordance with the referees comments and suggestions. Some questions were modified and shortened and some other questions were eliminated because they were either repeated or did not fit the themes of the questionnaire.

The researcher took a letter of introduction directed from UAE University to facilitate the researcher's task (See Appendix F). The researcher obtained the approval from Educational Zone of the selected Emirate. Accordingly, the Department of the Zone approved the distribution and administration of the survey to English teachers in that

Emirate. Due to difficulties to reach all of the English teachers in some rural and urban areas in the selected Emirate, the researcher decided to survey them during the evaluation of grade 12 examinations all the teachers (females and males) were present to evaluate students' papers. The survey was distributed to English teachers available in the evaluation center. A statement of survey intent outlined the purpose of the study, assured confidentiality and anonymity and explained the voluntary nature of the participants (see Appendix B). Then, the researcher took the responsibility of collecting the surveys from the teachers after verifying the proper implementation of its distribution. The researcher succeeds on collecting the data from 85 teachers. Since the process of collecting and administering the survey was official, the response rate was 100%. Based on the information gathered from the survey, 10 participants were invited for an in-depth interview to engage in deeper reflection. Therefore, a semi-structured interview was conducted with the 10 females teachers from 5 different schools. Further, the researcher conducted 3 classroom observations with two different grade levels.

Participants' Description

Participants' Background Information

All the participants in this study were English teachers who have undergraduate (B.A) and a graduate (M.A) degrees. For all participants, Arabic is their native language and English is the second language. Table 1 provides information about the participants' gender. The sample consisted of 46 females and 39 males, as shown in Table 1.

Table 1

Participants' Gender

Gender	Frequency	Percent
Female	46	54.1
Male	39	45.9
Total	85	100.0

The participants' age ranged from 23 to 59 years old. The mean of the participants' age is 36.04 and the Std. deviation is 9.3 (see Table 2).

Table 2

Participants' Age

N	Minimum	Maximum	Mean	SD
85	23	58	36.04	9.277

Note: N= Number, SD= Standard Deviation

Instruments

The instruments that were used in this study included: 1) Using Arabic during English Teaching Survey, 2) Semi-structured Interview, and 3) classroom observation. These instruments are briefly described below:

1. ***Using Arabic during English Teaching Survey:*** Using Arabic during English Teaching Survey intended to measure what are English teachers views about using Arabic while teaching English? It consists of statements that include background information aimed at gathering demographic information about all participants in this study including their gender, age, years of experience, qualification, grade teaching level and the amount of Arabic the teachers used from their class time (See Appendix A). Followed directly by the items related to the teachers' views towards using L1 in

English language teaching. The statement of survey intent includes a brief description about the nature of the study and the purpose of the survey which was clearly stated. The survey was written in English because it was targeted English language teachers. The items of the "*Using Arabic during Teaching English Survey*" were categorized based on four categories: Instruction, Comprehension, Supporting Mechanism and Involvement, each category include six statements except the Comprehension Category includes five statements (See appendix B). All items in section two were measured using a 5-point Likert scale. The respondents were required to indicate their level of agreement on a 5-point Likert Scale (strongly agree, agree, sometimes, disagree and strongly disagree). For "5" represents "strongly agree" to "1" represents "strongly disagree" .

After the categories were determined through the review of literature, the next step was to establish the validity of the instruments prior to the administration of the questionnaire. Gay et al (2009) explained that validity refers to the degree to which a test measures what it is supposed to measure and consequently, allows appropriate explanation and analysis of scores. To accomplish this, the survey was given to four specialists to judge face and content validity of the survey. Four of the specialists were four college members from the Department of Curriculum Instruction at the Faculty of Education in UAEU. One specialist was Ministry of Education English supervisor while two were English teachers in the secondary schools (See appendix E).

The survey was piloted to examine any discrepancies and suggestions for improvement if needed (Gay et al, 2009); and therefore avoid any problems while administering it. Then, the survey was initially piloted with a smaller sample of English teachers (20) from two high schools in Fujairah city, which was then edited prior to a larger scale distribution. In order to ensure the stability and consistency of the instruments over period of time

reliability was calculated and the values of coefficient for each domain of the instrument show results that were acceptable for this kind of studies. When the Cronbach – alpha was calculated, it was found to be .94.

II. ***A Semi-structured Interview:*** The aim of the Semi-structured Interview is to get more clarifications from English teacher about their views on using Arabic during teaching English. The researcher decided to conduct some interviews because some responses needed to be clarified, elaborated more from the participants. Thus it was intended to use semi-structured interview because "it invited honest, personal comments from the respondents, and their use was aimed at capturing authenticity, richness, depth of response, honesty which is the primary asset of qualitative data" (Cohen, Manion & Morrison, 2000, p. 255)

In the present study, a face-to-face semi- structured interview was conducted with 10 female teachers. Before conducting the interview, the researcher thanked each interviewee for accepting to be interviewed to give a more in-depth insight into the meaning of information given in the survey. Like the survey, the interview required the interviewees to clarify their views towards using Arabic and explain their reasons for using or not using Arabic in their classrooms. Because recording was not favored in public schools for some cultural reasons, the interviewees' responses were recorded in notes during and after the interviews. The interviews were conducted during the last two weeks in the second trimester. Teachers' interview consisted of some core questions and some open questions to reach more clarifications or justifications. The interview questions were written and conducted in English because they targeted English teachers. Like the survey, the interview questions were judged by the same specialists who reviewed the questionnaire (See Appendix E).

III. ***Observation:*** Although observation which mainly records seen behavior might not help to reach participants' feelings (O'Leary, 2004), it was conducted in this study as a compliment to gain more insights into the reasons and situations for using Arabic by the English teacher (See Appendix D). Thus, to cross check to which extent the participants views (as responded in the questionnaires and interviews) were truly practiced in their actual teaching; classroom observations were conducted with 3 females English teachers in two sessions (of about 45 minutes of length). The classroom observations were done after the semi-structured interview. The observed classes tackled three language skills (reading, writing, grammar) for different grade level: grade 11 Science and Art section, and grade 12 Art section. All of the teachers were bilingual whose first language is Arabic. The purpose of the observation was to find to which extent do the teachers' views matched their real practices regarding the use of Arabic while teaching English classes. In addition, the researcher aimed at observing the amount of the Arabic used in the class and situations where the teachers used Arabic. During the observations, the researcher took the role of passive researcher and recorded the teachers' situations relating to the use of Arabic. For example, giving instruction, classroom management, and explaining grammatical concepts. The observed participants were informed about the purpose of the observation and the pedagogical goals of this study in advance; therefore, they were encouraged not to alter any of their regular practice because of the researcher's presence.

Data Collection

The data for this study was collected over three weeks; the survey took about two days. The researcher surveyed English teachers in the evaluation center where all English teachers from the selected Emirates were present to correct grade 12 examination papers.

The interviews were conducted over two weeks and the classroom observations were conducted in one day. During the first phase, all of the participants completed a background questionnaire of Using Arabic during Teaching English Survey. These data were collected during the examination period for the second trimester at the evaluation center. The second phase of the study was conducted on the first two weeks of trimester three. In this phase only 10 teachers from those who participated on the survey were selected to be interviewed in their schools depending on their availability. All of the interview responses were written and then transcribed for data analysis and interpretation purposes. Finally, the third phase of the study was conducted in one day; the researcher attended three different classes (45 minutes each), the observed classes tackled three language skills (reading, writing, grammar) for different grade level: grade 11 Science and Art section, and grade 12 Art section. The researcher focused mainly on the amount of the Arabic used in the class and situations where the teachers used Arabic in.

Data Analysis

Since the data for the study came from three different instruments (Using Arabic during Teaching English Survey, Semi-structured Interview and classroom observation), a combination of qualitative and quantitative analyses was used to find answers to the main questions posed in this study. Findings of the various sources of data were combined to generate reasoned interpretation of these findings. In order to analyze the data collected from the above mention instruments, the researcher employed techniques from grounded theory. Constantly comparing and questioning the data I collected, I established commonalities which I then labeled (Strauss & Corbin, 1990). After this initial organization and identification of data, I engaged in categorizing the concepts as I put initial commonalties together. Finally, by analyzing the relationship among the

categories, I built a meaningful answer for my research questions. A brief description of how data from each of these sources were analyzed as follows :

Using Arabic during English Teaching Survey: The data obtained from Using Arabic during English Teaching Survey were analyzed using descriptive statistic of the closed questions of the survey, each group of data were analyzed and the frequency of the 5-points Liker scale (strongly agree, agree, sometimes, disagree and strongly disagree) marks were calculated. The descriptive statistics, means and standard deviations were used to analyze the survey items. These data provide information about the extent to which the teachers use Arabic while teaching English corresponding to 23 different situations or/and purposes in four categories (Instruction, Comprehension, Support Mechanism and Involvement). Later, obtained frequencies of all items were converted into percentages to determine to what extent do the teachers agreed and disagreed on the use of their first language in their L2 classes? Finally the obtained frequencies and percentages were put into tables for better depiction and further analytical purposes. These data were later used to determine to what extent do the views matched the 10 participants' semi-structured interviews when using Arabic during teaching English. For the four categories which included: Instruction, Comprehension Support Mechanism and Involvement, the total Mean and Std. Deviation were calculated

The Semi-Structured Interview: The semi-structured interview was analyzed qualitatively by identifying common themes as it will be seen later. To identify the main themes of data gathered from the interviews, the researcher reduced the transcribed information into small pieces. Then, the researcher unitized the data by checking the transcripts carefully and developing broad themes. As a next step, the data was categorized based on the shared information. The researcher classified responses under the main themes by reading the transcripts carefully and classifying data by putting the

ones with similar content together. After that, each category was given a title. Finally, the researcher made sure that each theme contained a piece of information that represented allied data.

The Observation: classroom observation was analyzed qualitatively; the researcher used observation form which consisted of field notes focused on certain categories related to this study: Instruction, Comprehension, Support Mechanism, and Involvement (See Appendix D). This observation form designed for the purpose of providing structure for recording information and organizing field notes obtained from the observation sessions. Besides recording the main notes, the researcher also described the overall atmosphere in the classroom by developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon of whether using Arabic or not with an illustration on the specific situations in order to convey the rich complexity of the research.

CHAPTER IV

Results

Introduction

This chapter presents the results of the study. As discussed earlier, a descriptive statistics were used to analyze the quantitative data whereas a semi-structured interview and classroom observations were used to analyze the qualitative data. According to Cohen et al (2009) a combination use of statistical and qualitative data provides a researcher with the "freedom to fuse measurement with opinion, quantity and quality" (p. 253), which in turn adds a more illustrative dimension to the statistical information. Therefore, the purpose of this chapter is to report the results, which were gathered through different research tools. This study has aimed at answering the following research questions:

1. What are the English teachers' views on using Arabic during teaching English?
2. What do the English teachers' real practices reveal about using Arabic in English classes?
3. What are the common connections between English teachers' views and actual practices of using Arabic during teaching English?

Analysis of the Research Question # 1

Q1: What are the English teachers' views on using Arabic during teaching English?

To answer the first research question posed in this study, the researcher utilized two instruments in two phases. In the first phase, the "*Using Arabic during English Teaching Survey*" was used to gather information from the participants about their views regarding using Arabic while teaching English, this survey was divided into four major categories: (Compression, Support Mechanism, Involvement, and Instruction). In the second phase, and in order to consolidate the results from the first phase of the study, a Semi –

Structured interviews were conducted with 10 English teachers to get deep understanding from the participants' about their views, as it will be illustrated in the following lines.

The results from the *Using Arabic during English Teaching Survey* revealed three major findings as follows:

1) When the participants were asked about their use of Arabic in English teaching, the finding revealed an overall significant mean (M= 2.60; SD=0.821) for using Arabic during English classes. The means for the views statements varied from high (M= 3.15 to low M=1.98). See Table (4).

Table 4

Using Arabic during English Teaching (n=85)

Name	Items	M	S.D
SUP1	I encourage the use of bilingual dictionary to learn new words in English	3.15	1.10
COM4	Using bilingual dictionary will maximize students' comprehension	3.14	1.10
COM5	Abstract and difficult concepts are better comprehend if translated to Arabic	3.01	1.09
SUP2	Explaining key words and difficult words in Arabic will support English learning	2.79	1.04
INS6	Giving Instructions in Arabic will make them easier to follow	2.74	1.19
INS2	Giving instructions in Arabic will ensure general understanding	2.67	1.12
INV6	Using Arabic will enable students to be involved in comparing cultural issues	2.66	.97
INS1	Using Arabic in English classes will maximize my students learning	2.58	1.24
COM2	Using Arabic will enable students to comprehend difficult materials	2.58	1.05
INV5	Use of Arabic during English instruction will enhance classroom discussion	2.56	1.06
INV3	The use of Arabic words will make the classroom more interactive	2.56	1.05
COM3	Explaining and scaffolding ideas in Arabic will help students' comprehension	2.55	1.10
SUP3	The use of Arabic will mediate, support and enhance English comprehension	2.54	1.06
SUP4	Translating main concepts is a good mechanism to maximize English learning	2.51	1.03
INV1	The use of Arabic will maximize students' involvement	2.48	1.03
SUP5	Using Arabic will create mental images for understanding English	2.47	1.04
SUP6	Using translation will support and maximize comprehension	2.46	1.11
INS5	Instructions and class procedures in Arabic will enhance instruction delivery	2.41	1.09
INS4	Using Arabic is necessary and vital for instruction	2.40	1.05
INV4	Using Arabic is an affective factor for interaction, comprehension & involvement	2.39	1.05
INV2	The use of Arabic words will create a tension-free environment in the classroom	2.31	1.00
COM1	Using Arabic will enable students to reach a high level of comprehension	2.29	1.14
INS3	Using Arabic is the best way to deliver clear instructions	1.98	.99
Total		2.60	0.82

Note: M= Mean, SD= Standard Deviation

2) The majority of the participants 77 (91%) indicated that they used Arabic about 5-10, 10-15 and 15-30 minutes of their class time (see the highlighted parts in Table 5). And almost half of the participants 41(48%) indicated that they used Arabic about 5-10 minutes during their class time of teaching English. Whereas 22 (25%) reported that they used Arabic about 10-15 minutes. Additionally, 6 (7%) of the participants used Arabic about 30-50 minutes, and only 2 (2%) reported that they never used Arabic in their classroom (See Table 5) .

Table 5

Amount of Arabic Used during the Class Time

Time	Frequency	Percent	Valid Percent	Cumulative Percent
0	2	2.4	2.4	2.4
5-10	41	48.2	48.2	50.6
10-15	22	25.9	25.9	76.5
15-30	14	16.5	16.5	92.9
30-50	6	7.1	7.1	100.0
Total	85	100.0	100.0	

3) The researcher examined the statistical descriptive for the four categories: (Comprehension, Support Mechanism, Involvement, and Instruction) of the Survey. As table 6 shows, the participants assigned higher importance for the Comprehension Category (M=2.72; SD=.84), the Supporting Mechanism as a second important category (M=2.65; SD=.81). The third category was Involvement Category (M=2.50; SD=.81). The participants assigned Instruction as the least category (M=2.46; SD=.81). Table 6 shows the Mean and the Standard Deviation of the four categories of the teachers' views about using Arabic in teaching English in descending order (See Table 6)

Table 6

The Order of Four Categories (n=85)

Category	M	SD
Comprehension	2.72	.84
Support Mechanism	2.65	.81
Involvement	2.50	.81
Instruction	2.46	.81
Total	2.60	0.82

Note: M=Mean, SD= Standard Deviation

The Five High and Least Reported Items

4) In responding to "*Using Arabic during English Teaching Survey*", the results revealed that there are some items reported as used high for using Arabic during English teaching by the participants. The high five items assigned by the teachers arranged in descending order: "I encourage the use of bilingual dictionary to learn new words in English"; "Using bilingual dictionary will maximize students' comprehension", "Abstract and difficult concepts are better comprehend if translated to Arabic", "Explaining key words and difficult words in Arabic will support English learning", "Giving Instructions in Arabic will make them easier to follow". Four of these items belong to two categories namely, Support Mechanism Category (I encourage the use of bilingual dictionary to learn new words in English"; "using bilingual dictionary will maximize students' comprehension) and Comprehension Category (Abstract and difficult concepts are better comprehend if translated to Arabic, Explaining key words and difficult words in Arabic will support English learning). One of the items belongs to the Instruction Category (Giving Instructions in Arabic will make them easier to follow). This data revealed to us that English teachers prefer to use Arabic during teaching English for the sake of facilitating students' comprehension as well as a support mechanism which corroborated that

the use of Arabic during English teaching is for "Comprehension" and as a Support mechanism" as indicated earlier in category classification. (See Table 7)

Table 7

The High Five Items Reported by the Participants

Name	Items	M	S.D
SUP1	I encourage the use of bilingual dictionary to learn new words in English	3.15	1.10
COM4	Using bilingual dictionary will maximize students' comprehension	3.14	1.09
COM5	Abstract and difficult concepts are better comprehend if translated to Arabic	3.01	1.09
SUP2	Explaining key words and difficult words in Arabic will support English learning	2.79	1.04
INS6	Giving Instructions in Arabic will make them easier to follow	2.74	1.19

Note: M= Mean, SD= Standard Deviation

By the same token, in responding to "*Using Arabic during English Teaching Survey*", the results revealed that there are some items reported as used least for using Arabic during English teaching by the participants. The least five items assigned by the English teachers arranged in ascending order were "Using Arabic is the best way to deliver clear instructions"; "Using Arabic will enable students to reach a high level of comprehension"; "the use of Arabic words will create a tension-free environment in the classroom"; "Using Arabic is an affective factor for interaction, comprehension and involvement"; "Using Arabic is necessary and vital for instruction". Four of these items belong to two categories namely, Involvement category "the use of Arabic words will create a tension-free environment in the classroom"; "Using Arabic is an affective factor for interaction, comprehension and involvement" and Instruction category "Using Arabic is the best way to deliver clear instructions"; "Using Arabic is necessary and vital for instruction". One of the items belongs to the Comprehension category "Using Arabic will enable students to reach a high level of comprehension". This data revealed that

English teachers prefer to use Arabic during teaching English the least for instruction and involvement which corroborated that the least use of Arabic during English teaching categories were "Involvement" and "Instruction" as indicated earlier in category classification (See Table 8).

Table 8

The Least Five Items Reported by the Participants

Name	Items	M	S.D
INS3	Using Arabic is the best way to deliver clear instructions	1.98	.99
COM1	Using Arabic will enable students to reach a high level of comprehension	2.29	1.14
INV2	The use of Arabic words will create a tension-free environment in the classroom	2.31	1.00
INV4	Using Arabic is an affective factor for interaction, comprehension & involvement	2.39	1.05
INS4	Using Arabic is necessary and vital for instruction	2.40	1.05

Note: M= Mean, SD= Standard Deviation

The data obtained from the Semi-Structured interview with the teachers (See Appendix C). The teachers were interviewed in the second phase of the first question to probe the participants' views. Each two teachers were selected from five different schools. They were asked seven open questions regarding their views on using Arabic while teaching English. The interviews were analyzed by classifying the participants' responses into major themes as illustrated on the following lines:

General Overview of Using Arabic While Teaching English

When the English teachers were asked about whether or not they allow their students to use Arabic in the classroom. Most of the teachers reported that they rarely allow their students to use Arabic in the classroom. For instance, teacher #1 said that *"Sometimes I*

do allow them to use their first language especially to know the meaning of a new word". She gave an example to support her belief when teaching new vocabulary, she shows her students some pictures in order to make them guess the definition and if they failed to guess the meaning. Then she allowed those who know the meaning/ definition to tell the others who failed to guess the correct meaning in Arabic. In her words *"But most of the time I punish them if they speak in Arabic and as I always tell them: try to benefit from this 45 minutes from your class time to improve your second language".*

Teacher # 3 stated that *"I am teaching in a high school and my students are mature enough to judge whether or not I am an effective English teacher"* she added" *if any visitor: school principal, supervisor or any English teacher attend my class and I use Arabic while teaching English, my evaluation at the end will be negatively affected".*

Teacher # 4 on the other hand pointed out that most of the time she does not allow her students to speak Arabic during English classes because in her opinion if the students speak Arabic they will use it all of the time as the easiest way to learn. She believed that if she does not allow students to use Arabic during the class time then they will be forced to speak English and thus they will improve their language. She concluded that *"I believe that you can't learn any language if you don't practice it".*

Regarding the question that asked about the teacher's opinion from excluding students' mother tongue (Arabic) when teaching the second language (English)? Overall, the majority of the interviewed teachers agreed with the four mentioned belief and they reported negative views toward using Arabic in English classroom. For example, one of the teachers said that *"it is better to run English class using only the target language (English).* She then elaborated that there is no benefit from using Arabic because once she allows students to use their first language they will depend heavily on their native language. She described using Arabic while teaching English as a *"waste of time and*

effort"; she also believed that the best way to fulfill students' needs is by maximizing the use of English. One of the teachers was hesitant in her answer, she think that Arabic is important to be used because it facilitates her job, but as she explained that she tried as much as possible to use English to help students improve their English proficiency level.

Furthermore, most of the interviewees expressed their frustration of using Arabic during teaching English. One of the teachers said: "well. *I do not see any advantages of using Arabic because I am teaching students who are coming from different backgrounds; they are trying to improve their second language by imitating my way of using "English".* Teacher # 2 also agreed that the only case where using Arabic can be beneficial is during teaching Grammar otherwise it is a waste of time. In contrast, teacher #8 see some advantages of using Arabic in English classroom, she indicated that Arabic can be more beneficial especially with students with low English proficiency. She viewed Arabic as helper to transfer the information. She said that Arabic could also be used for those students who do not have enough vocabulary which always takes her long time to explain the meaning of the new words using English only. While she saves a lot of the class time once she uses Arabic to explain the meaning of the new words.

On the other hand, most of the interviewed teachers agreed that the disadvantages of using Arabic can overweight the advantages. For instance, teacher #1 discussed the fact that when the students are allowed to use their mother tongue in the classroom, they depend heavily on it in all of the class activities even if they understand English concepts, they tend to make comparison between what they have understood in English and what its equivalent in Arabic.

Teacher # 3 clarified that using Arabic hinders English learning, especially the listening skills; she said that" *if students begin to expect all the instructions to be given in Arabic,*

they will have intention in listening or seeking English clarification for each single point". They also indicated that using Arabic in teaching English will always make students dependent on translation in order to understand. Particularly, teacher # 4 reported that using Arabic will delay "*students' competency in English as they will stay thinking in Arabic".*

Another teacher added that students proficiency level will be affected if they use Arabic in the classroom even the high achievers will not be able to improve their language if they do so. She gave some examples from the real class situations as when students graduated from the government school and join the university or the college, they suffer a great deal from improving their language and their English level is considerably weak compared to other students who graduate form private schools. She said that *"I know some of the high achievers who join the university and they spend more than one year in the foundation stage because their English level cannot match the university required level".* Teacher # 4 shared the same belief by saying "...the *majority of our students cannot get the required score in the standardized test (e.g. CEPA, TOFEL, and IELTS) because they think in Arabic and keep translating every single words".* The rest of the teachers agreed that using Arabic while teaching English will affect English skills negatively: speaking, listening, and writing even the reading skills especially if the students do not have enough vocabulary in order to comprehend the text. Teacher # 5 mentioned that her students tended to use Arabic in all of the skills mentioned above. She said that "*whenever I give my students any piece of writing, they think in their mother tongue and as a result, their writing is clearly affected by the way they think of the ideas".* Teacher # 9 also shared the same idea that using Arabic is harmful for the students. In her words *"during any speaking activities, most of the students tend to use*

Arabic between their words, they do not exert an effort to find the equivalent meaning in English..... It is the easiest way"

Using L1 as a Support Mechanism

Most of the interviewees (n=7), if not all of them agreed that Arabic can be used only in certain situations such as to explain some grammatical rules and to teach vocabulary items. For instance, one of the teachers reported that using Arabic for translation and explaining the meaning of concrete words is only acceptable when using English and gestures do not succeed. Teacher #3 on the other hand said that *"the only reason that I use Arabic is when I teach grammatical rules"*. Teacher # 8 indicated that "students need to learn the target language "English" functions and structures which are different from their mother tongue. She gave an example to support her arguments "*passive voice is one of the English grammatical rules that does not exist in Arabic, so using English only to teach such grammatical rule will make students confused and they won't be able to absorb the new rule easily."*

Using Arabic to Facilitate the Instruction

Regarding the use of Arabic while delivering English instruction, most of the interviewees (n=8) disagreed that they use Arabic for this purpose. For example, one of them said that*" instruction can be delivered clearly by using many ways."* Another teacher shared the same belief, she said: *"when I use Arabic in explaining my instructions, I feel myself as if I am in Arabic session and not English class"*. Further, teacher #10 agreed that Arabic should be excluded from teaching English. She said that there is only one or two classes a day where students learn English, and thus they need to speak as much as possible in English during the whole period which worth only 50 minutes which is considerably not enough to acquire a new language.

Using L1 to Enhance Students' Comprehension Level

A large number of the teachers reported that Arabic can be used mostly to enhance students' comprehension level by facilitating their understanding especially when introducing new vocabulary, to explain some abstract concepts that cannot be illustrated just by neither pictures nor gestures and to explain grammatical rules. Teacher # 8 indicated that she allowed her students to use Arabic but in certain situations and with certain limits. She said that "*when I notice that low achievers are stucked and lost interest and attention, I use Arabic to help them understand better*". Teacher #5 added, before internalizing any piece of information, the learner starts doing a mental process that is, comparing it to what she knows about it in Arabic and then transfer what she knows into English in order to make sense of the new one.

Using L1 for Involvement

As for students involvement most of the teachers do not prefer to use Arabic for the sake of involving the students because as they claimed students should be encouraged to participate using the target language not their mother tongue. In contrast, Teacher #4 indicated that she allowed students to use Arabic in order to express themselves, she said "*sometimes my students want to elaborate in a certain topic by giving examples from their personal experience. They always ask me the following question: can I speak in Arabic or I don't know how to say it in English?*". In this case I allowed them but with certain limits. Teacher #5 agreed that using Arabic for the sake of expressing oneself and indicated that she always push her students to speak in English although sometimes she failed to do that. However, for her English seems to be the target language that should be emphasized.

General Findings from Qualitative data (Semi-Structured Interview):

1. English Teachers viewed Arabic as a hindrance in teaching English and most their views were negative towards using Arabic in English classes.
2. The qualitative data revealed that English Teachers viewed the use of Arabic for Comprehension and Support Mechanism as more important factors and to less degree for Involvement and Instruction.
3. English Teachers see the use of Arabic as vital for teaching grammatical rules and vocabulary teaching.

Results of Research Question #2

Q2: What do the English teachers' real practices reveal about using Arabic in English classes?

To amalgamate the data in order to get more insight about the practices of the English teachers in their real English classroom settings; three classroom observations were conducted with two different levels: grade 11 and 12 (Arts and Science sections). The researcher focused on the four categories mentioned before: Instruction, Comprehension, Support Mechanism, and Involvement (See Appendix D).

Observation #1:

The first classroom observation was conducted in grade 11; Arts section. The lesson was about a story entitled "A Lesson Learned by Salim". Students were sitting in rows. Before the lesson, the researcher noticed that the Arts students used a lot of Arabic. For example, when the teacher asked the students whether or not they have read the story at home, some students were asking their classmates about the page number in Arabic. Others, on the other hand, claimed that they tried to read the story but they did not understand it because it contains many difficult words. During the lesson, the teacher

asked the students to read the story silently and tried to underline the difficult words. Again, some students were reading and others seemed waiting somebody to explain for them the story. When the teacher asked the students about the main idea of the story, a few numbers of the students were raising their hands and the rest were asking their classmates about what is the teacher is talking about. The researcher noticed that the teacher was spending a lot of time and effort in order to explain the story in English. She used Arabic particularly to explain the new vocabulary; she used some pictures and gestures in order to help the students to guess the meaning of new vocabulary and when they failed to guess some of the meanings, the teacher asked them to check the paper that she has given them at the beginning of unit-(this paper contains the vocabulary list for the whole unit including Arabic and English meaning). Then the students start to say the meaning in Arabic and 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. The class ended before the teacher finished discussing the whole story, she asked them to reread the story again at home and to answer the questions on the following page.

Observation #2

The researcher attended another class for the same grade level (Grade 11). At this time, it was a science class; the lesson was given to science students about past perfect and the simple past. As Arabic and English structures are dissimilar. The teacher separated the two grammatical rules in order to avoid any confusion. Thus she started the lesson by focusing first on the simple past and once she made sure that the students are fully understood the simple past then she moved to the past perfect. The teacher wrote two sentences on the board and asked the students to identify the tense used on each sentence. The students' answer was " it is the past simple". The teacher asked the students to give their own examples. The students don't seem to have any problem with this grammatical

rule. They started to produce their own sentences and used the simple past correctly without using Arabic in that activity. They even identified the situations and the key words that tell that the tense used in the sentence is past (e.g. yesterday, last week, ago, etc.).

For the second part of the lesson, the teacher introduced the past perfect, at this point; most of the students looked puzzled especially when the teacher talked about the past participle. Therefore, the teacher used many Arabic words to explain this grammatical rule in order to facilitate the rule. After she finished explaining the past perfect and gave them some examples, she asked the students to give their own examples. Very few students participated and some of them failed to use the present perfect correctly. One of the smartest students tried to explain the past perfect by making a comparison between Arabic and English grammar, however, she made students confused and they went into a hot discussion. The teacher ended the discussion by telling the students to avoid thinking in Arabic while learning English because each language has its own structure. Additionally, the researcher noticed that not all the students were involved and engaged in the discussion; only those who were proficient in English participated in the class while the others looked lost. In addition, when a non-proficient student was invited to participate in the discussion or any activity, she was hesitant and then she spoke mixing Arabic and English in her responses. The teacher reacted optimistically and was encouraging her by telling that her answer was excellent but needed to be oriented using English only. Therefore, the researcher concluded that when English was used, only few students volunteered to answer questions. However, it was a complete different when Arabic was used. The students became energetic and constantly volunteered to answer the questions; some answers were not correct which could be a good sign to show that the students feel more confident and comfortable in taking risks in their English learning.

Observation # 3

Further, the researcher attended another 12th grade Arts section class where the lesson was a bout Bridge to Writing "Skateboard Assembly". In this lesson the students were required to read a passage about how to assemble a skateboard because it will help them later to write instructions for making, doing or fixing something. The teacher asked the students to prepare the lesson at home by reading it and answering the reading comprehension questions which were in their workbook. As a warm up activity, the teacher showed the students a video about how to assemble the Skateboard. Then she asked them about the video. For example, she asked them to describe how the boy assembles the skateboard. Arts students seemed very hesitant to answer her question, they started explaining the process in Arabic. Although the teacher tried to push them to speak in English, they keep describing how to assemble the Skateboard in Arabic. The teacher refereed students to the diagram on the left page which showed the components of the skateboard with their names written on them.

In the second part of the session, the teacher asked the students to read the definitions and then to match each item with the correct task. The researcher walked while the students were doing the exercise; she noticed that most of the students wrote Arabic translation in front of each word. Additionally, the researcher noticed that students were talking in Arabic while they are working in groups. After the students finished matching exercise items, the teacher introduced new vocabulary which was mostly about the components of the skateboard. Then teacher posted the flashcards of the new vocabulary and the picture on the board. The researcher noticed that some students picked up a vocabulary list which contains Arabic and English meaning for the whole unit. Vocabulary such as *"metal file, nut driver, awl, power drill, gritty, file, daunting, excess, grip, plastering, puppy"* were quite difficult for Arts students to pronounce and even to recall. The researcher noticed

that the teacher pronounced the words several times and the students 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. Since the lesson was about "How to Assemble a Skateboard", the students were expected to tell how to do that. Thus the teacher was encouraging students to mention the steps of assembling the skateboard. Only two students volunteered to give the instruction. Yet, they failed to pronounce the new vocabulary correctly and to tell the correct steps. The teacher used English for giving instructions for explaining the process, yet the researcher noticed that the classroom became full of whispering students, marked by looks of bewilderment. A simple way the teacher 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 quite and then explain the steps in Arabic for the low-achieving students.

General Findings from Qualitative data (Q #2):

1. Overall, the classroom observations reveled that teachers felt of ease of using Arabic during teaching English. Notably, the teachers and students felt comfortable when they explained grammatical rules, definitions of the new vocabulary, concepts and general comprehension.
2. The researcher noticed that using Arabic was unavoidable phenomenon. The teachers and students' use of Arabic appeared to be unsystematic which means that they used it haphazardly. Furthermore, it seemed that using Arabic was mundane practices in all of the observed classes particularly in Arts section whose English proficiency level considerably week comparing to the Science section. Although the teachers tried to maximize the use of English, however, in a way or another both teachers and students used Arabic several times before, during and after the lesson.

3. The researcher realized that the teachers who were observed in this study used Arabic mostly when teaching grammar class, they used Arabic to deliver clear instruction although they used English first. The teachers translated their instructions in Arabic especially for low achiever students. Further, as mentioned on the previous point, the teachers used Arabic to check students' comprehension level, as a Support Mechanism and for the purpose of classroom management.

Analysis of the Research Question # 3

Q3: What are the common connections between English teachers' views and actual practices of using Arabic during teaching English?

The data collection method used in the qualitative part was very helpful in gaining more insights into the categories covered in the survey. After exploring teachers' views, as well as their actual practices about using Arabic in their English teaching, the final research question attempted to find the common connections between English teachers views and their actual practices regarding using Arabic while teaching English.

The quantitative data collected through "*Using Arabic during Teaching English Survey*" instrument of the (n= 85) participants and through the qualitative data collected from the semi-structured interview obtained from the 10 English teachers and via observing three English classrooms. The result revealed that there are some variations in the reported data and the used of Arabic in the actual practices during English teaching. Question # 3 looked at the common connections that might exist between the English Teachers' views and their actual practices. The following salient findings could be inferred from the general finding profile:

1. The study revealed that there are some similarities between teachers' views and their actual practices in using Arabic while teaching English. for instance. the quantitative data which was collected from *Using Arabic while Teaching English Survey* indicated the amount of Arabic used during the class time is quite significant (5- 30) minutes of the class time which is reported by 77 (91%) of the participants. This result is equivalent to the teachers' real practice. most of the teachers who were observed in this study used Arabic a lot in their classes for several purposes such as giving instruction. explaining new vocabulary and concepts. and checking students' comprehension.
2. In addition. the study showed that qualitative data which was collected from both semi-structured interview and classroom observation were equivalent it terms of the importance of the four categories: Comprehension. Support Mechanism, Instruction and Involvement.
3. On the other hand. there are some variations between what the teachers' views and what they do actual practices. For example, when the participants were asked about their use of Arabic in English teaching. the finding revealed an overall significant mean (M= 2.60; SD=0.821). This result is supported by the data obtained from preliminary data reported prior of filling the survey which revealed that On the other hand. the qualitative data which were collected from the semi–structured interview showed that majority of the teachers expressed their frustration of using Arabic in teaching English. They reported that using Arabic is harmful for the students because as they claimed that if the students were allowed to use Arabic during the class, they will rely heavily on their mother tongue all the time.

CHAPTER V

Discussion and Conclusion

This study aimed at exploring common connections between the English teachers' views and their actual practices toward using Arabic in teaching English in one of the Northern Emirates public high schools. There are eleven major findings. The first seven findings are related to research question #1: What are the English teachers' views on using Arabic during teaching English? Findings #8 and #9 are related to the research question #2: What do the English teachers' real practices reveal about using Arabic in English classes? Finally, Findings # 10 and # 11 are related to research question #3: What are the common connections between English teachers' views and actual practices of using Arabic during teaching English?

Summary of the Major Findings

1) When the participants were asked about their use of Arabic in English teaching, the finding revealed an overall significant mean (M= 2.60; SD=0.821) for using Arabic during English classes. The means for the views statements varied from high (M=3.15 to low M=1.98). (See Table 4).
2) The data obtained from preliminary data reported prior of filling the survey revealed that the amount of Arabic used during the class time is quite significant (5-10, 10-15 and 15-30) minutes which is reported by 77 (91%) of the participants.
3) The researcher examined the statistical descriptive for the four categories (Compression, Support Mechanism, Involvement, and Instruction) using the Survey of *Using Arabic during English Teaching*. As table 6 shows, the participants assigned higher importance for the Comprehension Category (M=2.72; SD=.84) and Supporting Mechanism as a second important Category (M=2.65; SD=.81). The third

category was Involvement Category (M=2.50; SD=.81). The participants assigned Instruction as the least Category (M=2.46; SD=.81).

4) In responding to "*Using Arabic during English Teaching Survey*", the results revealed that there are some items reported as used high for using Arabic during English teaching by the participants. The high five items assigned by the teachers arranged in descending order: "I encourage the use of bilingual dictionary to learn new words in English"; "Using bilingual dictionary will maximize students' comprehension", "Abstract and difficult concepts are better comprehend if translated to Arabic", "Explaining key words and difficult words in Arabic will support English learning", "Giving Instructions in Arabic will make them easier to follow". Four of these items belong to two categories namely, Support Mechanism and Comprehension Category (See Table 7).

5) On the other hand, the results obtained from "*Using Arabic during English Teaching Survey*", revealed that there are some items reported as used least for using Arabic during English teaching by the participants. The least five items assigned by the English teachers arranged in ascending order were "Using Arabic is the best way to deliver clear instructions"; "Using Arabic will enable students to reach a high level of comprehension"; "the use of Arabic words will create a tension-free environment in the classroom"; "Using Arabic is an affective factor for interaction, comprehension and involvement"; "Using Arabic is necessary and vital for instruction". Four of these items belong to two categories namely, Involvement category and Instruction category. One of the items belongs to the Comprehension category "Using Arabic will enable students to reach a high level of comprehension". This data revealed that English teachers prefer to use Arabic during teaching English the least for instruction and involvement which corroborated that the least use of Arabic during English

teaching categories were "Involvement" and "Instruction" as indicated earlier in category classification (See Table 8).

6) The qualitative data which were collected from the semi–structured interview showed that the majority of the teachers expressed their frustration of using Arabic in teaching English. They reported that using Arabic is harmful for the students because as they claimed that if the students were allowed to use Arabic during the class, they will rely heavily on their mother tongue all the time.

7) Although English Teachers viewed Arabic as a hindrance in teaching English and most their views were negative towards using Arabic in teaching English classes. However, they stated that they prefer to use Arabic mostly for Comprehension and Support Mechanism as more important purposes for using Arabic and to less degree for Involvement and Instruction.

8) Overall, the classroom observations reveled that teachers felt as ease of using Arabic during teaching English. Notably, the teachers and students felt more comfortable when they explain grammatical rule, definitions of new vocabulary, concepts and for general comprehension.

9) During the classroom observation, the researcher noticed that English teachers used Arabic as a natural practice in all of the observed classes in general and in grammar class in particular and mostly with Arts Section whose English proficiency level considerably week comparing to the Science Section. Although the teachers tried to maximize the use of English in their classes, they used Arabic in a way or another in actual practices several times before, during and after the lesson.

10) Although the teachers' views which were gathered from the first phase (survey) supported the actual practices in terms of the importance for the four categories. English Teachers viewed Comprehension and Support Mechanism as more important

purposes for using Arabic and to less degree for Involvement and Instruction. This finding corroborated the actual practice when the teachers were observed in real classroom settings.

11) However, the qualitative data which were collected from the second phase (semi–structured interview) showed that majority of the teachers expressed their frustration of using Arabic in teaching English. They reported that using Arabic is harmful for the students because as they claimed that if the students were allowed to use Arabic during the class, they will rely heavily on their mother tongue all the time.

Discussion and Conclusion

While my focus in this study was directed toward investigating English teachers' views, and their real practices about using Arabic during teaching English to look at the common connections that might exist between their views, and their real practices. I have divided this section into three parts; each part tackled the discussion for each research question individually as it will be illustrated in the following lines:

Discussion of the Research Question # 1

Q# 1: What are the English teachers' views on using Arabic during teaching English?

Unlike most of the studies that have been conducted all over the world, the present study showed contradictory results. The results of the Semi- Structured interview showed that teachers reported that the disadvantages of using Arabic while teaching English is overweight the advantages. This finding do not support some of the studies that have been done in this area and found that most teachers and learners are in favor of using L1 since they believe in it as a natural language facilitator and learning strategy (e.g. Dickson, 1996, Franklin, 1990; Kharma & Hajjaj, 1989; Macaro, 1995; Scott & de la Fuente, 2008; Swain & Lapkin, 2000). In this regard, Cook (1999) asserts that treating the L1 as a classroom resource opens up a number of ways to use it, such as for teachers

to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. "The first language can be a useful element in creating authentic L2 uses rather than something to be shunned at all costs" (p. 18).

Additionally, most of the teachers in this study reported very negative views toward using students' L1 while teaching English as a L2; however, they did not encourage its total prohibition. This is in line with Swain and Lapkin (2000) who argued that, "L1 should not be prohibited,...but neither should it be actively encouraged as it may substitute for, rather than support, second language learning" (p. 268). It seemed that the teacher would like to create a kind of English –only classroom where only English is supposed to be used in the classroom. In this regard, Harbord (1992) discovered that teachers who tried to follow English – only approach have failed to get the meaning across, leading to student incomprehension and resentment. Mattioli (2004), on the other hand believed that "most teachers tend to have opinions about native language use, depending largely on the way in which they have been trained and, in some cases, on their own language education" (p.21). This is exactly what has been found in this study. Most of the teachers claimed that they don't prefer to use Arabic while teaching English classes, however, when they were observed in their actual practices they tend to use Arabic unsystematically as a natural habit in their daily routine. Some of the reasons could be behind teachers' hiding the truth about L1 use included constrains by institutional policies and teachers' unwillingness to go against them. Further, L1 was regarded as a sensitive issue. In fact, L1 should be forbidden in L2 classes. Therefore, teachers who used Arabic while teaching English were perceived as weak and incapable to use L2 proficiently. That's why some English teachers do their best to maximize L2 use

especially if a visitor attends their classes; they wanted to protect their image and to prove to their students and supervisors that they were really capable.

Based on the interview results, majority of the teachers in this study reported that there is no relation between using Arabic and increasing students' involvement and participation in the class. This finding contradicted with what Harbord, (1992) found. He discussed three reasons for using L1 in the classroom. According to him L1 can facilitate communication, facilitate teacher-student relationships, and facilitate the learning of L2. On the other hand, Swain and Lapkin (1998) adopted Vygotsky's socio-cultural theory and found that within collaborative dialogue L1 is used as a mediating tool to regulate cognitive activity. They also assumed that within the mediating process the participants collectively scaffold each other as they provide learning spheres for one another.

Although teachers in this study did not put great emphasize on using Arabic while presenting culture issues. Gill (2005) highlighted the importance role of the mother tongue in discussing the cross-cultural issues. He believes it can be possible through comparison and contrast and judicious use of the L1 (e.g. connotation, collocation, idiomatic usages, culture-specific lexis, politeness formulae, sociocultural norms, the use of intonation, gestures, etc. In this regard, teacher #4 indicated that she allowed students to use Arabic in order to express themselves, she said *"sometimes my students want to elaborate in a certain topic by giving examples from their personal experience". They try first to say what they want in English, but when they fail to get the meaning across they use their mother tongue to express themselves freely. She added "They always ask me the following question: can I speak in Arabic or I don't know how to say it in English?".*

Discussion of Research Question # 2

Q# 2: What do the English teachers' real practices reveal about using Arabic in English classes?

Based on the information gathered from the classroom observation, it was noticed that large numbers of students seek help from each other excessively through Arabic. This finding is not to be surprised since using L1 excessively for pair or group work in L2 has been a natural phenomenon in the observed classes. Therefore, it could be beneficial to follow the suggestions by Willis and Willis (2007) which recommend preparing rules to be followed by students about using L1. In addition, Willis & Willis, (2007) suggested that teachers should discuss the reasons why students tend to overuse their mother. This suggesting could be very useful especially if both teachers and students work together and try to find alternative solutions in order to improve the target language.

The data collected from the classroom observation showed that both teachers and students seem more confortable to use Arabic in terms of explaining grammatical rules, difficult vocabulary, new concepts and for general comprehension. Additionally, the researcher noticed that, the teachers tend to overuse Arabic especially with Art students. These results indicated that although teachers' views reflected that they used Arabic in their classes, they waivered when they came to reflect on their views and their real practices on using Arabic during teaching English.

Discussion of Research Question # 3

Q# 3: What are the common connections between English teachers' views and actual practices of using Arabic during teaching English?

Evidence from this study suggests that English teachers possess little awareness about the important role Arabic plays while teaching English. And the areas that have been

presented in the "*Using Arabic during teaching English Survey*", Semi –Structured interview and classroom observation revealed such awareness. In the present study, for example, English teachers claimed that they preferred to use Arabic mostly with low achiever students (Arts students) whose English competence as they claimed is considered weak. This finding is equivalent to a study conducted in Oman by Al-Hinai, (2006) who investigated the use of Arabic in elementary classrooms and has concluded that Arabic is widely used in EFL classes due to the students' low proficiency in English. Similarly, Alawi (2008) made use of a survey to research the teachers' use of Arabic in Omani schools and found that some teachers resort to Arabic extensively while others avoid it completely. Such misunderstanding make bilingual English teacher in particular unable to fulfill the students' needs in terms of improving and maximizing their L2. Their competence as an English teacher is also seen to be less qualified comparing to the native speakers which make assumption that the model teacher in EFL/ESL to be the native speaker to be preferable and granted. In this regard, some of the scholars discussed this crucial issue such as Auerbach (1993) who argued that it was wrong to assume that just because one speaks English, one can teach it. That's why the current standards for teaching qualifications and teachers' training need to be carefully examined. Philipson (1992) on the other hand discussed many of the qualities which made native speakers better qualified as English teachers which included fluency, appropriate usage, and knowledge of cultural connotations of the language. However, Phillipson shed the light of these qualities that can be acquired by non-native teachers through productive training. He also emphasized that non-native speakers possess certain qualifications which native speakers may not have, including going through the "laborious process of acquiring English as a second language and …have insight into the linguistic and cultural needs of their learners" (Phillipson, 1992, p. 195).

Although majority of English teachers admitted that using Arabic is harmful for the students, however, they reported that Arabic can be used when necessarily and in certain situations particularly in teaching grammar and vocabulary items. Such view is in line with what have been found in many studies that have been carried out in different parts of the world to investigate areas in which teachers resort to L1. Most of these studies revealed that a large number of teachers resort to L1 for explaining grammar -66% in Kharma and Hajjaj's (1989) study, 88% in Franklin's (1990) study and 87% in Dickson's (1996) study. However, the teachers in the present study expressed their desire to use the target language (English) as much as possible in order to give students more opportunities to experience the target language. They 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 & Aqel, 2006. This is consistence with Sharma, (2006) who argued that the rationale for using only the target language in the classroom is that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.'' (p. 80). In contrast to the previous belief, Mukattash (2003) discussed some of the advantages for using students' mother tongue. According to him using L1 in EFL teaching has been found to " facilitate both teaching and learning, systematize comprehension of EFL structures and items and hence leads to meaningful learning" (p. 224). To settle this controversial argument, I think that we should take Nation (2003) words into consideration is who stated that "A balanced approach is needed which sees a role for L1 but also recognizes the importance of maximizing L2 use in the classroom (p.7)."

In addition, this study found a gap between teachers' views and their actual practices. Teachers claim that using Arabic is harmful and will deprive the students from maximizing their L2,but when they were observed in their classes, it was noticed that some teachers overused Arabic in their classes in both sections: Art and Science section. In this regard, Ellis (1984) noted that too much L1 use could "deprive the learners of valuable input in the L2" (p. 133). Turnbull (2001) suggested that "learners who are used to hearing their teachers use the L1 tend to ignore the TL and therefore do not benefit fully from valuable TL input" (p. 533). This is in line with what one of the teachers said that "*if students begin to expect all the instructions to be given in Arabic, they will have intention in listening or seeking English clarification for each single point*". This finding is equivalent to what Turnbull and Arnett (2002) argued about that "if the teacher overuses the L1 to convey meaningful information, the students have no immediate need to further their understanding in the TL" (p. 206). This means that students will be at risk if the teachers overuse L1 in L2 classes, they may become de-motivated towards learning L2 and rely heavily on their mother tongue even the high achievers. In the same vein Turnbull and Arnett (2002), argued that" teachers should not rely too much on using L1, but they should try as much as possible to explain matters to their students using the L2, and when it becomes ineffective and complicated then the use of L1 is necessary. Thus, English teachers in particular and educator in general should be trained thought very structured programs, these training courses should provide knowledge and reasoning as to why L1 may be useful in teaching. Finally, teachers who acknowledge the usefulness of L1 but who are reluctant to use it need to be assured by supervisors that they can use L1 and the best way to do so is through professional development and training programs. The study also revealed that teachers' views supported and their actual practices in the classroom in terms of the importance of the four categories, the data from Table 4

indicated that 85 English teachers reported using Arabic more as a Support Mechanism and comprehension (M=2.72. M= 2.65) than the other areas: Involvement and Instruction (M= 2.50. M=2.46). This finding is also equivalent to what did the teachers report in the interviews. In response with the previous finding. Auerbuch (1993) proposed the following uses of the L1: language analysis and presenting rules that govern grammar. classroom management. giving instructions or prompts. explaining errors. discussing cross-cultural issues. and checking comprehension.

Recommendation for Future Research

As a result of this study. the following recommendations are made:

1. Additional research needs to focus on the extent to which these findings are representative of other English teachers .
2. This study focuses on the English teachers' views and their real practices who are teaching circle 3 public high schools in one of the Northern Emirates in the UAE. Future research may need to focus on the English teachers who teach elementary and preparatory school
3. The study focus only on English teachers' views and their real practices toward using Arabic while teaching English. Additional research needed to explore the students' views toward using the Arabic while learning English .

Finally. the researcher found that using L1 in L2 educational settings is an endless issue. Although there are many studies that have been done in this area all over the world; the educators are still having controversial debate over to whether to include or to exclude the students' mother tongue from L2 classrooms. Auerbach (1994) tried to grapple with this controversial issue when he tempted to take a central position in this dichotomous debate "Minimizing L1 use in EFL settings is a reasonable goal but that excluding it on

principle is not. In any situation, ESL or EFL, teachers need to make conscious choices based on critical inquiry and reflection, rather than taking for granted that "one size fits all. (p. 158)".

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Appendix A

Background Information

1. Gender: (1) Male (2) Female

2. Age _____

2. Years of experience: (1) 0-5 Year (2) 6-10Years (2) more than 10Years

3. Qualification: (1) B.A Degree (2) M.A/MS Degree (3) Ph.D. / Ed. D

4. Grade(s) you are teaching: (1) 10 (2) 11 (3) 12

5. Approximately, I use Arabic in my English classroom (50 minutes):

1). 00 (2). 5-10 (3). 10-15 (4). 15-30 (5). 30-50

Appendix B
Using Arabic during English Teaching Survey

The purpose of this survey is to collect information about your opinions about using the L1 (Arabic) in English classroom. Your responses to this survey will be treated with high confidentiality. Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that you are '**Strongly disagree**'.
'2' means that you are '**Disagree**'.
'3' means that you are '**(About 50%)**
'4' means that you are '**Agree**'.
'5' means that you are '**Strongly agree**'.

Category	Statement	SA				SD
INS1	Using Arabic in English classes will maximize my students learning	5	4	3	2	1
INS2	Giving instructions in Arabic will ensure general understanding	5	4	3	2	1
INS3.	Using Arabic is the best way to deliver clear instructions	5	4	3	2	1
INS4	Using Arabic is necessary and vital for instruction	5	4	3	2	1
INS5	Instructions and class procedures in Arabic will enhance instruction delivery	5	4	3	2	1
INS6.	Giving Instructions in Arabic will make them easier to follow	5	4	3	2	1
COM1	Using Arabic will enable students to reach a high level of comprehension	5	4	3	2	1
COM2	Using Arabic will enable students to comprehend difficult materials	5	4	3	2	1
COM3	Explaining and scaffolding ideas in Arabic will help students' comprehension	5	4	3	2	1
COM4	Using bilingual dictionary will maximize students' comprehension	5	4	3	2	1
COM5	Abstract and difficult concepts are better comprehend if translated to Arabic	5	4	3	2	1
SUP1.	I encourage the use of bilingual dictionary to learn new words in English	5	4	3	2	1
SUP2.	Explaining key words and difficult words in Arabic will support English learning	5	4	3	2	1
SUP3.	The use of Arabic will mediate, support and enhance English comprehension	5	4	3	2	1
SUP4	Translating main concepts is a good mechanism to maximize English learning	5	4	3	2	1
SUP5.	Using Arabic will create mental images for understanding English	5	4	3	2	1
SUP6.	Using translation will support and maximize comprehension	5	4	3	2	1
INV1	The use of Arabic will maximize students' involvement	5	4	3	2	1
INV2.	The use of Arabic words will create a tension-free environment in the classroom	5	4	3	2	1
INV3	The use of Arabic words will make the classroom more interactive	5	4	3	2	1
INV4.	Using Arabic is an affective factor for interaction, comprehension & involvement	5	4	3	2	1
INV5	Use of Arabic during English instruction will enhance classroom discussion	5	4	3	2	1
INV6.	Using Arabic will enable students to be involved in comparing cultural issues	5	4	3	2	1

Appendix C

Teachers' Interview

1. What are the advantages of using Arabic in English classes?
2. What are the disadvantages of using Arabic in English classes?
3. Many English teachers and practitioners believed that students' mother tongue should be excluded when they are learning the second language (English)? Do you agree or disagree? And Why?
4. Do you allow your students to use Arabic in the classroom? Why and why not?
5. For what purpose(s) do you allow your students to use English?
6. Do you think the use of Arabic language in English classroom affect language fluency and other English language skills?
7. In what way does the use of Arabic enhance the learning of English: comprehension? Instruction? Involvement? Or support mechanism?

Appendix D

Classroom Observation

Teacher _____ lesson _____

Date _____ Grade/Level _____

School _____

Category
• Instruction
• Comprehension
• Support Mechanism
• Involvement

Appendix E

Names of Jurors of the Survey

Names of Jurors	Position
Dr. Negmeldin Alsheikh	Assistant Professor- Department of C & I
Sadiq Abdulwahed	Assistant Professor- Department of C & I
Dr. Hamid Al-Awidi	Associate professor- Arts Education
Dr. Ismail Zembat	Assistant professor- Math Education
Mohammad Tal`at	English supervisor (MoE)–Secondary Education
Aisha Khaleefah	English teacher- Secondary Education
Ali Haidar Mohammed	English teacher- Secondary Education

Appendix F

Permission for Study Implementation

UAEU Faculty of Education
Master of Education Program

جامعة الإمارات العربية المتحدة
United Arab Emirates University
برنامج الماجستير في التربية

2012/03/15

المحترم الأستاذ الفاضل/ مدير منطقة الفجيرة التعليمية

تحية طيبة، وبعد...

بداية يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم ولمنطقة الفجيرة التعليمية كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعلمية، هذا وفي إطار التعاون بين منطقة الفجيرة التعليمية وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن الطالبة/ أميرة حسن محمد، مسجلة في برنامج الماجستير تخصص "المناهج وطرق التدريس- لغة انجليزية"، وتقوم بإعداد بحث بعنوان:

INVESTIGATING TEACHERS' BELIEFS AND VIEWS ON USING ARABIC AS A MEDIATOR IN LEARNING ENGLISH AS FOREGIN LANGUAGE IN HIGH SCHOOLS IN UNITED ARAB EMIRATES" "

من ضمن متطلبات الماجستير. لذا نرجو التكرم بالموافقة على تسهيل مهمتها البحثية.

شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير

أ.د. محمد أحمد عبد الدايم

لامفر منها ، كل من المدرسين و الطلاب يستخدمونها بشكل روتيني حتى. اظهرت كل من نتائج البيانات النوعية والكمية وجود بعض الاختلافات بين معتقدات المعلمين ،ووجهات نظرهم ممارساتهم الفعلية في استخدام اللغة العربية عند تدريس اللغة الإنجليزية. على وجه التحديد، ذكر المعلمين أنهم لا يفضلون استخدام اللغة العربية في حين تدريس اللغة الإنجليزية. بينما، أوضح استبيان استخدام اللغة العربية اثناء تدريس اللغة الانجليزية ان 77 (91%) من المعلمين يستخدمون اللغة العربية بواقع (5-30) دقيقة اثناء تدريس حصة اللغة الانجليزية. وأخيرا، تؤيد البيانات النوعية و البيانات الكمية (التي جمعت من الملاحظة الصفية) من حيث الأهمية بالنسبة للفئات الأربع.

التحقق من مدى ارتباط اعتقادات مدرسي اللغة الانجليزية بممارساتهم الفعلية حول استخدام اللغة العربية اثناء تدريس اللغة الانجليزية في مدارس التعليم الثانوي في دولة الامارات العربية المتحدة

(ملخص)

ملخص الدراسة

سعت هذه الدراسة إلى التحقق من مدى ارتباط اعتقادات مدرسي اللغة الانجليزية بممارساتهم الفعلية حول استخدام اللغة العربية اثناء تدريس اللغة الانجليزية كلغة اجنبية في مدارس الثانوية في إحدى الإمارات الشمالية في دولة الإمارات العربية المتحدة. ركزت الدراسة على الاجابة على الأسئلة البحثية التالية: 1) ما هي معتقدات معلمي اللغة الانجليزية العرب حول استخدام اللغة العربية اثناء تدريس اللغة الإنجليزية؟ 2) ماذا نستنتج من الممارسات الفعلية لمدرسي اللغة الانجليزية حول استخدامهم اللغة العربية اثناء تدريس اللغة الانجليزية.3) ما هي الروابط التي تجمع بين ووجهات نظر المعلمين و ممارساتهم الفعلية حول استخدام اللغة العربية اثناء تدريس اللغة الإنجليزية؟ تم تقييم معتقدات المعلمين عن طريق استبيان استخدام اللغة العربية اثناء تدريس اللغة الثانية و المقابلة شبه المقيده. اما الممارسات الفعلية فقد قيمت عن طريق الملاحظة الصفية.

نتائج الدراسة: أظهرت النتائج التي تم الحصول عليها من البيانات الكمية والنوعية (7) نتائج هامة. اولا: أوضحت نتائج استبيان استخدام اللغة العربية اثناء تدريس اللغة الثانية بمتوسط اجمالي كبيرة لاستخدام اللغة العربية اثناء تدريس اللغة الانجليزية (M = 2.60؛ SD = 0.821). حيث تراوحت المتوسطات بين أعلى متوسط (M = 3.15) و أدنى متوسط (M = 1.98). ثانيا : ذكر استبيان استخدام اللغة العربية اثناء تدريس اللغة الانجليزية أن 77 (91٪) من المعلمين يستخدمون اللغة العربية خلال تدريس اللغة الإنجليزية بواقع(5 إلى 30) دقائق من وقت الحصة الدراسية بينما (6٪) معلما ومعلمة يبالغ في استخدام اللغة العربية (30-50 دقيقة) اثناء الحصة الدراسية ،بالنسبة للفئات الاربعة (الفهم ، آلية الدعم، التعليمات ، و المشاركة) فقد أولى المشاركون في الدراسة بأهمية كبيرة لفئة الفهم (M = 2.72؛ SD = 0.84)، يليه آلية دعم (M = 2.65؛ SD = 0.81)، ثالثا: اوضحت نتائج المقابلة شبه المقيده أن 10 من المشاركين يستخدمون اللغة العربية بشكل كبير في تدريس النحو والمفردات. رابعا: لاحظ الباحث في جميع الفصول اللتي تم ملاحظتها ان استخدام اللغة العربية هي ظاهرة

جامعة الإمارات العربية المتحدة

كلية التربية

قسم المناهج وطرق التدريس

برنامج الماجستير في التربية

عنوان الرسالة

التحقق من مدى ارتباط اعتقادات مدرسي اللغة الانجليزية بممارساتهم الفعلية حول استخدام اللغة العربية اثناء تدريس اللغة الانجليزية في مدارس التعليم الثانوي في دولة الامارات العربية المتحدة

اسم الطالبه

أميرة حسن ابراهيم آل محمد

لجنة المناقشة

د. نجم الدين الشيخ	مُشرفاً ورئيساً
د. صادق عبد الواحد اسماعيل	عضواً
د. عبد الرحمن المخلافي	عضوا

جامعة الإمارات العربية المتحدة

كلية التربية

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رسالة مُقدّمة من الطالبه

أميرة حسن ابراهيم آل محمد

الى

جامعة الإمارات العربية المتحدة

استكمالا لمتطلبات الحصول على درجة الماجستير في التربية

المناهج وطرق التدريس ـ لغة إنجليزية

يناير 2013