

**Deanship of Graduate Studies
Al-Quds University
Department of Education**

**The Effect of Using Native Language (Arabic) in
Teaching English on the Achievement of Tenth Grade
Students in Bethlehem Schools**

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**The Effect of Using Native Language (Arabic) in
Teaching English on the Achievement of Tenth Grade
Students in Bethlehem Schools**

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Thesis Approval

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English on the Achievement of Tenth Grade Students in
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Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other University or institution.

Signed
Laila Al-Quntar
Date: 26-1-2008

Dedication

**I present this study to my mother for her unlimited support and
encouragement**

**I thank my mother for it is she who enabled me to begin the
academic life and continue through the years.**

I hope Allah will reward her

Acknowledgment

My deep thanks and cordial appreciation are expressed to my supervisor Prof. Ahmad Fahim Jaber for his invaluable comments and suggestions to improve the quality of this study.

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ABSTRACT

The study aims at investigating the effect of using the students' native language (Arabic) in teaching English on the tenth grade students' achievement in Bethlehem Schools.

The population of the study consists of all tenth grade students at the governmental schools which belong to the Directorate of Education in Bethlehem in the second semester of the academic year (2006/2007).

The researcher took a purposive sample which consisted of 155 students of the tenth grade in two schools. Students in the study sample were randomly sorted into two groups. The first group was taught by using the native language (Arabic) alongside English in teaching English, while the other group was taught by using English only.

The researcher has prepared an achievement test and a guide for teachers, and in order to answer the study questions and test its hypotheses, the suitable statistical analyses were used, Means, standard deviations, ANCOVA.

The results of the study indicates that there was a significant difference between the experimental and control groups in the achievement test in favor of the experimental group.

The researcher presents some recommendations, the most important one was the EFL teachers should plan to use the students' native language (Arabic) when necessary in their English classes.

Arabic Abstract

هدفت هذه الدراسة إلى تقصي اثر استخدام اللغة الأم (العربية) في تدريس اللغة الانجليزية على تحصيل طلبة الصف العاشر في مدارس بيت لحم.

تكون مجتمع الدراسة من طلبة الصف العاشر في المدارس الحكومية التابعة لمديرية التربية والتعليم في محافظة بيت لحم ذكوراً وإناثاً وبالغ عددهم (3367) طالب وطالبة من العام الدراسي 2006/2007. وقد اختيرت عينة قصدية مماثلة لمجتمع الدراسة مكونة من أربع شعب، شعبتان للذكور وشعبتان للإناث، شعبتان للذكور في مدرسة بيت لحم الثانوية للبنين وشعبتان للإناث في مدرسة العودة الأساسية للبنات وبالغ عددهم (155) طالب وطالبة، وقد تم توزيع الشعب إلى مجموعة تجريبية ومجموعة ضابطة بطريقة عشوائية باستخدام القرعة. حيث تم تدريس المجموعة التجريبية اللغة الانجليزية باستخدام اللغة الأم (العربية) ، أما المجموعة الضابطة فقد تم تدريسها باستخدام اللغة الانجليزية فقط.

وقد قامت الباحثة ببناء اختبار تحصيلي ، تم التحقق من صدقه بعرضه على مجموعة من المختصين، وكما تم التتحقق من ثباته باستخدام test- retest حيث بلغ ثبات الاختبار 0.91 باستخدام معادلة بيرسون.

كما أعدت الباحثة دليل باللغة الانجليزية للوحدتين الدراسيتين، حيث تم دمج وإدخال اللغة الأم (العربية) لاستخدامها إلى جانب تدريس اللغة الانجليزية.

تم حساب المتوسطات الحسابية والانحرافات المعيارية لعلامات الطلبة وكذلك تم استخدام تحليل التغير ANCOVA.

وقد أظهرت نتائج الدراسة وجود فروق بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية ، كما أظهرت نتائج الدراسة أثراً لاستخدام اللغة الأم (العربية) في تدريس اللغة الانجليزية على الطلبة لصالح المجموعة التجريبية. ولم تظهر الدراسة وجود فروق تُعزى للجنس أو فروق تُعزى للتفاعل بين المجموعة وطريقة التدريس.

انتهت الدراسة إلى جملة من التوصيات ، أهمها إدخال اللغة الأم (العربية) عند تدريس اللغة الانجليزية حيثما تطلب الحاجة ذلك . وكذلك القيام بدراسات مشابهة من قبل الباحثين في مراحل تدريسية مختلفة.

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Chapter One

1.1 Introduction

English has become an international language; it has become a world language spoken or used in many parts of the world as well it has spread almost everywhere, even in our homes.

Nowadays if you know English, you are able to keep in touch with all the world and follow the developments in different aspects of life.

A major point of debate for the EFL teachers is deciding what may constitute the right balance between using English and the use of the mother tongue or the native language in the classroom. Some researchers agree that the more English is spoken, the quicker the students learn (Cook (2001), Larrea (2002) and Lee (2003), but other arguments have aimed to justify using the mother tongue in certain situations and when necessary.

1.2 The Role of the First Language in the Major English Language Teaching Methods:

1. The Grammar-Translation Method:

The Grammar-Translation Method is the oldest method which is still used today. Its principle is translating from and into the second language. It had different names, so at one time it was called the 'Classical Method' since it was first used in teaching the classical languages, Latin and Greek (Larsen-Freeman 1986)

As Salameh and Abu Sa'da (2007) point out, this method relies on translating to the student's first language, and grammar is taught deductively by presenting the rules - practiced through translation exercises. The student's first language is the medium of instruction in this method; it is used to explain new items. So the first language is considered as a reference system and is very important for the second language learner.

2. The Direct Method:

The Direct Method was developed as a reaction to the Grammar- Translation Method. As the name implies, it exposes the students directly to the foreign language. It excludes and separates the first language in foreign language learning. The teaching and learning are entirely within and through the foreign language itself. Thus, the students are forced to learn the second language because they have no other choice.

Stern (1983) affirms that the methods of instruction is using the second language and avoiding the use of the first language.

The material is first presented orally with actions or pictures and the mother tongue should never be used. There is no translation so the teacher should replace it with demonstration of the foreign language in meaningful situations.

For instance, if the teacher wants to explain the term "house", he / she interprets "A house is an object that people live in with walls, windows and a roof."

The student's role is to induct the meaning of the word "house".

However, the teacher can't easily explain some words just in English like the word "faith"

3. The Audio-Lingual Method:

This method adapts many of the principles and procedures of the Direct Method. It tries to develop foreign language skills without reference to the mother tongue. Therefore, the language used in the classroom is the foreign language and not the learner's native language. Brown (1991) mentions the features of this method as it advocates the oral activities in the form of dialogues, overlearning, habit formation and repetition. According to Murica and Macintosh (1979), the Audio-Lingual Method is based on the principle that language learning is habit formation (overlearning). It depends on mimicry, memorization of set phrases and imitation. Grammar is taught inductively with little or no grammatical explanations, (Johnson 2001). The vocabulary is limited and learned in context. Some use of the mother tongue is permitted by the teacher, but is discouraged among and by the students.

4. The Natural Approach:

Stephen Krashen and Tracy Terrell developed the Natural Approach. As part of the Natural Approach, students listen to the teacher using the target language

communicatively from the very beginning. It has certain similarities with the Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process.

5. The Communicative Approach:

The Communicative approach emphasizes learning through interaction and language use. Richards and Rodgers (1986) mention some of the characteristics of this approach, whereby language is a system for the expression of meaning and the primary role of language is for interaction and communication. Besides, the translation in this approach may be used if students need or benefit from it. Brown (1991) adds that the students can rely on the first language whenever they want. However when they become ready, they can use the second language.

All the methods nearly tried to avoid using the students' first language in the classroom except the Grammar-Translation Method, and from the Direct Method to the Audio-Lingual Method theorists have insisted that the less the first language is used in the classroom, the better the teaching becomes.

1.3 Arguments in Support of Using the First Language in the Classroom

"L1 can be a valuable resource if it is used at appropriate times and in appropriate ways." (Atinkson, 1993 p.2)

Like Atinkson, a number of other researchers suggest that the learner's mother tongue can be a valuable contribution to the L2 classroom. Two researchers Krashen and Terrell (1983) suggest that learners should refer to their L1 to bridge the gaps in communication.

Nation (2003) points out that the learners have little opportunities to use the L2 outside the classroom, so it is very important that L2 use is maximized in the classroom. He encourages using L2 in classrooms where the learners all share the same L1. There are many reasons for using L1. Firstly, it's natural to use the L1 with others who have the same L1. Secondly, it is easier and more

communicatively effective to use the L1. Thirdly, using the L2 can be a source of embarrassment for shy learners.

Schweers (1999) shows in his study the importance of using L1. The first language has a necessary role which facilitates learning the second and foreign language in the classroom. He agrees that English should be the primary vehicle of communication in the English classroom and the teachers should give their students opportunities to practice English as well as to produce and negotiate meaning in the language.

He suggested the following uses for the L1 in the EFL classroom:

- 1- Eliciting language.**
- 2- Checking comprehension.**
- 3- Giving complex instructions to basic levels.**
- 4- Explaining classroom methodology.**
- 5- Using translation to highlight a recently taught language point.**
- 6- Testing.**

Auerbach (1993) suggests the following occasions for using the mother tongue in the L2 classroom: record keeping, classroom management, scene setting, language analysis, presentation of rules in grammar, phonology, morphology, instructions and explanation of errors. She summarizes her conclusion in the following way: " Starting with L1 provides a sense of security and validates the learners. This means "allowing the learners to express themselves."

She adds that the use of students' native languages can also increase their directness to learning by reducing the degree of language shock which they encounter.

Moreover, Trunbull (2001) sheds more light on the use of the mother tongue indicating that it is efficient to make a quick switch to L1 to ensure that the students understand a difficult grammar concept or an unknown word. He believes that teachers must maximize the use of the target language in the classes because their students don't encounter it outside the class. Also he adds that using the L1 can save time in the SL or FL classroom.

Schmidt (1995) claims that the L1 can provide a natural bridge for overcoming problems of vocabulary, sentence structure and confidence. He agrees with Trunbull that L1 saves time and has a positive effect on the teacher - student relationship.

According to Ellis (1985) the first language is a source of knowledge which learners use both consciously and subconsciously to help them shift second language data in the input. He emphasizes that it is important for foreign language teachers to expose learners to many language functions.

But relying too heavily on the L1 when instructional time is limited by program design would be an unfortunate waste of time and would lead the students to demonstration as McDonald (2006) suggests. He adds that English only has benefits in the classroom including greater confidence in the language ability, increasing fluency and developing strategic skills.

There are many possible means for English learning, and one of these means is the use of the student's first language, Weschler (1997). As for the students, it acts as a tool to master English. He suggests using L1 for warm-up brainstorming and to explain difficult words or expressions in the L2. In addition, he proposed "Wherever possible, use English. Where not, it's OK to use Japanese to seek the help you need, so long as such use doesn't interfere with the learning of others." (p.6)

Atinkson (1987) refers to how translation can still be useful in some cases when there is need for a comprehension check. (p.243) He suggests that translation is useful for both the presentation of new language and for reinforcement structures which were learned previously.

Also, he mentions some general advantages of using of the mother tongue in EFL as follows:

- 1. Eliciting language to the learners and at all levels.**
- 2. Checking comprehension of the concept behind a structure.**
- 3. Giving instructions and explaining activities and exercises.**

- 4. Testing students' achievement.**
- 5. Presentation and reinforcement of language.**

The use of translation can become a vehicle for learning and enforcing language and vocabulary because students are drawing on each other's knowledge.

Furthermore, he advocates that the L1 can be a vital resource and there is no reason why any teacher should feel that it's wrong to make use of it.

In addition, Richards (1994) adds that the students use the target language for different purposes including interacting with the teacher and using language to negotiate and complete their activities.

Gabrielatos (2001) thinks that the use of L1 in the classroom is essential for ELT. The general objective of ELT is to enable learners to be themselves, to project their own personality through the use of the new language. He adds that L1 use in the classroom needs to be treated with care because it exerts a powerful effect on the learning process.

Furthermore, Gabrielatos (1998) accounts the translation as a teaching tool needs to take into account a number of different aspects such as grammar, collocation and connotation. He lists the following to point when using translation:

- 1. To ensure that translation is always in context.** When learners ask for the English synonym, ask them to explain in what situation they want to use it and what they want to express.
- 2. To point out related cultural basics;** it helps learners become more familiar with the language.
- 3. To check if words are parts of fixed expressions – and translate the expression, not the word.**
- 4. To translate words in collocations - not words in isolation.**
- 5. To mix translation with use of visuals (e.g. different types of houses).**
- 6. To help learners compare and contrast how the two languages categorize reality.**
- 7. To point out concepts.**
- 8. To point out any differences in shape, content, use etc.**

Translation should be used to encourage the students' ability to understand the second language, as well Kasmer (1999) adds that using of the L1 facilitates the learning of L2.

As Cole (1998, p.13) notes, English can be an effective tool for communication and not just language practice. He also says L1 is most useful at beginning and low levels. If students have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2.

Walker (1979) demonstrates that bilingual teachers are expected to teach in the mother tongue and in a foreign language. She mentions benefits of using bilingual education, for example the students who don't speak English will be cumbered in an English speaking. But the students who speak English well will benefit from bilingual programs.

Ur (1996) indicates that the students may tend using the mother tongue if they all share the same mother tongue in the class because it is easier.

Some writers such as Macaro (1997) argue for the L1 to be mixed with the L2.

He found five factors that led to L1 use:

- 1- Using the first language for giving instructions about activities.**
- 2- Translating and giving comprehension.**
- 3- Individual comments to students.**
- 4- Giving feedback to students.**
- 5- Using the first language to keep the control.**

Willis (1996) is another defender of the positive role of learner L1, in task-based learners for beginners "Don't ban mother-tongue use but encourage attempts to use the target language." (P.130). She doesn't advise banning the mother tongue use and she emphasized allowing the use of the mother tongue and allowing the students to generate more opportunities for using the target language.

Hitotuzi (2006) points out that the arguable point over the role of the learners' first language in a foreign or second-language classroom context is clearly established between language-oriented researchers and educators as well as

amongst the members of each of these two groups themselves. Thus, one might like the idea of resorting to the students' mother tongue in the L2 learning or teaching context. In this viewpoint, it seems L1 is a tool that neither the teacher nor the learner can get rid of. He concludes that the teachers can banish the native language from the classroom, but cannot banish it from the students' minds.

James (1996) claims that mother tongue use supports the second language development, cognitive development and content learning.

He encourages using the mother tongue in school in the following ways:

1. To ensure academic progress in the content areas of the curriculum.
2. To ensure continued cognitive development.
3. To promote a positive self-image.
4. To facilitate the classroom learning of L2, since mother tongue is the medium through teaching L2.

Butzkamm (2003) considers "the mother tongue as an evasive maneuver which is to be used only in emergencies." (P.29). He presents the following theory: using the mother tongue, we have learnt to think, learnt to communicate, and acquired a perceptive understanding of grammar. The mother tongue opens the door to all grammars. In addition he considers the mother tongue as the master key to foreign languages, the tool which gives us the fastest, surest, most precise and most complete means of accessing a foreign language.

Deller and Rinvolucri (2004) encourage using the mother tongue to make groups, create a positive environment in the classroom. They point out that most activities are done in a mixture of mother tongue and English. They add that using the mother tongue emphasizes the idea that the foreign language teacher should use the students' mother tongue only in certain situations, for example:

1. Comparing English grammar with the mother tongue's grammar.
2. The beginners will probably progress if the mother tongue use is allowed in the classroom.

3. Translation exercises may be the perfect practice when there is a grammar point which causes trouble to students.

Harbord (1992) also supports the use of the mother tongue, and writes "the object is to use the mother tongue effectively to help students to understand that what works in their mother tongue may not work in English." (P.355) Since, it is impossible to get rid of the mother tongue from the learners' minds.

Corder (1981) suggests that the learner's L1 may facilitate the developmental process of learning a Foreign Language, by helping him to progress more rapidly along the 'universal route when the L1 is similar to the Foreign Language. 'Interference' errors result not from negative transfer but from 'borrowing', that is, when the learners experience difficulty in communicating an idea because they lack the necessary target language resources. The learners will resort to their L1 to make up the insufficiency. This explains why the L1 is relied on more at the beginning of the learning process than later - as the learner has greater insufficiency of target language resources to surmount. In effect Corder's proposal reframes the concept of 'interference' as 'intercession'. Whereas interference has been traditionally seen as a feature of learning, intercession is to be considered as a strategy of communication.

A similar research was made by Krashen (1981) when he suggests that learners can use the L1 to begin utterances when they don't have sufficient acquired knowledge of the target language for this purpose. Both Corder's and Krashen's research view the L1 as a resource which learners can use. Similarly Wilkins (1974) believes that there is no need to insist on the total banishment of all use of the mother tongue from the classroom.

Harmer (1986:10) accepts translation and the use of L1 as an excellent, quick and efficient technique in foreign language classes when both teachers and students speak the same native language. As he states

"When the teacher is teaching a monolingual class translation is obviously an excellent technique if the teacher is fluent in the students' language. The main advantages are that it is quick and efficient."

In addition to the use of translation as a technique for checking the students' understanding, Harmer suggests another use, that is, as a means of explaining meaning of a word or short phrase.

In her article, Mary Spratt (1986) outlines three occasions on which teachers might use L1. These are:

- 1- For instructions and classroom management.**
- 2- For explanation and justification.**
- 3- For communicating meaning or checking comprehension.**

Nation (1990) accepts and encourages the use of the mother tongue and translation in the foreign language classes. He agrees with others by saying: "If the teacher knows the mother tongue of the learners, translation is a useful way of providing a quick check of learning" (P.119)

Duff (1990) stresses the fact that translation as a foreign language teaching technique should be used and used properly. Duff's attitude towards the use of L1 and translation as a technique of teaching and learning foreign language can be summarized in his following words.

"Translation is a natural and necessary activity. More so, indeed, than many of the fashionable activities invented for language learners. Outside the classroom- in offices, banks, factories, shops, and airports- translation is going on all the time. Why not inside the classroom?" (P.6)

Also, as Deller (2003) adds, the mother tongue should be used as a resource to notice differences and similarities between the two languages; to let learners develop and produce their own materials, including their own tests; to encourage spontaneity and fluency; to have a beneficial effect on group dynamics and to receive ongoing and meaningful feedback from learners.

1.4 Arguments Against Using the First Language in the Classroom

There is disagreement among the researchers about using the first language in the classroom.

Cook (2001) discourages using of the first language in the classroom. Her rule is "Minimize the L1 in the classroom and Maximize the L2 in the classroom."

P.404. As a result, L1 mustn't be utilized in teaching.

Cook attributed the reasons for that to the fact that the learners need to encounter the language in order to learn it. Besides, the second language should be the language of real communication during the class rather than the first language. She also argues that the first language should be used when explaining grammar, explaining tasks, punishing students and implementing tests.

Larrea (2002) emphasized that the use of L1 in the EFL classes should be reduced as much as possible and sometimes even forbidden. In her opinion, using some of the techniques like "getting meanings from contexts", "paraphrasing", "miming", "gestures" and "the use of reality" are better than using L1 in the class. Consequently, English should be the main language in the classroom both as the language of instruction and of communication.

On the one hand, she mentioned when it is not advisable to use L1 :

L1 shouldn't be used during speaking and creative activities, the use of L1 in pronunciation is inappropriate, L1 shouldn't be used to explain simple vocabularies or to remind students of past points they have already studied.

On the other hand, she mentioned some useful uses for L1 in the class as follow:

- 1- To introduce the major grammatical differences between L1 and L2.**
- 2- To explain complex instructions to basic levels.**
- 3- To obtain feedback from students.**

Lee (2003) believes that English should be the main tool of the instruction, and encourages teaching English through English (TETE). Through this method, the teacher gives the students good quality comprehensible input and reduces the student foreign language anxiety, besides, it can improve confidence among the students in English communication.

He gives options for teachers when the students have a trouble in understanding meaning, like visual aids, gestures and simple sentences.

Auerbach (1993) states that the more students are exposed to English, the more they learn quickly. As they hear and use English, they will internalize it and begin to think in English. "The students must recognize that if they want to be able to use their English at the end of their course, they must practice it during the course."(Willis,1996, p. xiii)

Moreover, Dash (2002) encourages increasing the use of English in classrooms because it leads to authentic learning of real English. He shows that students and teachers feel much more comfortable with a bilingual approach.

Archibald et al (2004) summarizes the effect of the second language on the first language as follows:

1. Enhancing the complexity of first-language syntax used.
2. Enhancing language use skills (narrative strategies, reading and writing literacy skills in the first language, vocabulary scores)
3. Enhancing non-linguistic skills (divergent thinking; metalinguistic skills; attitudes toward others; mathematics scores and skills).

They add that acquiring knowledge in a second language does not delay the ability to access the knowledge in the first language. There are, also negative effects of the second language on the first language.

Interference from the mother tongue is a major source of difficulty in second language learning as Richard and Schachter consider (1983). Also the errors are caused by the influence of the student's mother tongue because of the differences between the two languages.

There are also researchers who reject the use of the mother tongue. For instance, Bilitho (1978:10), states

"It is difficult for the novice teacher to decide when to use or not to use the mother tongue; therefore, his students will find him inconsistent in his use of the foreign language."

He adds that if the foreign language teacher uses the mother tongue in the classroom, his students will lose the will and motivation to learn and

communicate in the foreign language. He finally concludes that translation should be used as an end and not as a means.

Harmer (1986) states two disadvantages to the use of translation. The first is that translation is not really possible with groups of different nationalities and secondly it is not always possible to translate exactly.

Nasr (1970) criticizes the use of translation by teachers and students of foreign language. He enumerates four areas in which translation may occur and consequently lead to misunderstanding and confusion.

The first area is the lexical area. Here, one word in the native language is given as an equivalent to a word in the foreign language.

The second one in which translation causes misunderstanding is the syntactic area. Nasr believes that because the grammar of one language differs from that of another language, syntactic translation is bound to meet with difficulties.

The area of proverbs, idioms, the use and distribution of certain lexical items, and other general uses, is the third area.

The fourth area is the contextual and cultural area. This area deals with social and cultural situations.

1.5 Statement of the Problem:

There are many English teachers who believe that using the native language (Arabic) is helpful in overcoming the students' weakness in English. While there are others who believe that this use interferes negatively with the students' learning of English. So the problem of this study is to see whether using native language on the achievement of EFL in the classroom has a positive or a negative effect.

1.6 Questions of the Study

This study attempted to answer the following major question:

Is there an effect of using the native language in EFL classroom on students' achievement in Bethlehem Schools? And is this effect positive or negative?

From this major question the following sub-questions were derived:-

- 1) Is there a statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to teaching technique?
- 2) Is there a statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to gender?
- 3) Is there a statistically significant difference ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to interaction of teaching technique and gender?

1.7 Hypotheses of the Study

The following null hypotheses were derived from the questions of the study:

- 1- There is no statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to teaching technique.

2- There is no statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to gender.

3- There is no statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to interaction of teaching technique and gender.

1.8 Objectives of the Study

The study aimed at investigating the effect of using students' native language (Arabic) in teaching English on the tenth grade students' achievement in Bethlehem Schools.

It also aimed at finding out if males and females differ in their achievement.

In addition, the study aimed to examine the effect of a number of variables (group, gender and the interaction between group and gender).

1.9 Significance of the study

The importance of this study comes from the findings and recommendations of many researchers such as Hamdan (1984), Al-Abdan (1993) and Adra (2005)

They found out that the students have a lot of serious syntactic, lexical and functional problems. Also they found that the students are unable to understand and communicate in English.

In this respect, we should discuss an issue that might affect the status of EFL which is the use of native language in EFL classrooms.

This study may contribute to the development of English language teaching and learning in Palestine. To our knowledge, few studies were conducted on the effect of using students' native language (Arabic) in teaching English

It may suggest the suitable teaching or learning method of teaching English.

1.10 Definition of Terms

L 1 : The mother tongue of the learner. " in this case Arabic".

L 2 : The second language of the learner. " in this case English".

Achievement: The students scores in English on the test that is prepared by the researcher for the purpose of the study.

Group 1 : The group in which the students were taught by using (L1+L2)

Group 2: The group in which the students were taught by using L2 only.

1.11 Limitations of the Study

The study is limited to the tenth grade students (male and female) at Bethlehem Governorate Schools enrolled in the second semester 2006/2007 academic year.

This study is limited to the content of units 11 and 12 from the Palestinian Curriculum (English for Palestine).

1.11 Summary

This chapter attempted to present the role of the native language in the major English language teaching methods. It also presents the arguments in support of using the native language in the classroom. Also, it presents the arguments against using the native language in the classroom.

It should be noted that the pro or against arguments for using native language in the classroom have been made by different researchers in different countries.

In this chapter, however it was pointed out that the native language has an important role in teaching English as a second language.

The main question of the study concerning the effect of using the native language in EFL classroom on students' achievement was raised in this chapter and the hypotheses which might answer the question were put to be tested.

Finally, chapter one included the significance and the limitations of the study.

Chapter Two

REVIEW OF RELATED LITERATURE

Chapter Two

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with previous studies that investigated the influence of the first language on the second language.

The purpose of this chapter is to present an overview of the procedures followed in these studies. The studies, however, will be presented in a chronological order.

The review of literature for this study is divided into two sections. The first section reviews literature concerned with Foreign Studies. The second section reviews literature concerned with Arabic Studies.

2.2 First: Relevant Foreign Studies

To analyze the use of L1 and L2 in the EFL classroom, Lin (1990) investigated language alternation between the native language (L1) and the second language (L2) in the lessons of four teachers of English as a second language in Hong Kong secondary schools.

The purposes of the study were to see what actually goes in the classroom, and how and why teachers alternate between English (the target language) and Cantonese (L1).

The sample of the study consisted of audiotapes of English language lessons recorded in one teaching cycle of four teachers in four different secondary schools.

The researcher conducted research based on a diary study by a Hong Kong secondary school EFL teacher named Ho. Ho recorded her language use in two remedial English classrooms. In Group A she spoke only English, and her findings showed that she used more visual aids, gestures, and examples, as well as rephrasing of explanations, so as not to break the L2-only language policy.

In Group B, Ho spoke both L1 and L2, and found that using the L1 was associated with five functions: explaining vocabulary, giving instructions, explaining language rules, reprimanding students, and talking to individual

students. Lin does not specify, but a possible explanation for Ho's use of L1 to talk to individual students could be the need for a one-to-one conference, or even an informal interaction during class time, as opposed to moments of whole class teacher talk.

The findings suggested that the principle of using only L2 in the second language classroom should not be translated into rigid classroom practice that isn't sensitive to the needs of individual classroom situations.

The findings also showed that the teachers employ Cantonese (L1) in many cases of grammar and vocabulary teaching.

Similarly, in order to investigate the role of the foreign language classrooms, the aims of the study by Kaneko (1991) were: 1-to collect data on actual L1 use. 2- to investigate the role of L1 in foreign language classrooms.

This study was exploratory to clarify the relationship between L1 use and student uptake. It revealed some facts concerning the extent of actual L1 use and the role of the L1 in foreign language classrooms where the teacher and the students share the same mother tongue.

The purpose of the study was to learn what actually happens in classroom interaction and also to describe the role of L1 in specific language classrooms in the Japanese junior high and senior high school context.

In order to achieve the objectives of the study, the researcher used two main bodies of data: the first was the protocol of classroom interactions in which the classroom activities were audiotaped and transcribed. A tape recorder was always set on the teacher's desk to catch both the teacher's and the students' utterances during the class, although only four recordings were actually carried out in each class.

The researcher not only recorded all classroom interactions but also collected information about textual materials including textbooks, handouts and items written on the blackboard.

An uptake questionnaire for the students and an interview with the teachers on the points taught in the class were administered by the researcher immediately after each recorded class.

The data was collected from 23 Japanese EFL (English as a foreign language) classes of about 24 students each, taught by six different teachers.

The results of the study were:

- 1- The teachers used more L1 than L2.**
- 2- There is a negative relationship between the amount of L1 use and student uptake. Student L2 speech had the greatest role in uptake. Teacher L1 mixed speech was important for student vocabulary and grammar uptake.**
- 3- The L1 was used for core goals (50%), framework goals (17%), and social goals (6%) of the total time. The L1 was used mainly by teachers in spontaneous speech to explain about the L2 and to manage classes.**
- 4- Student spontaneous L2 talk concerning lesson core goals most instigated student uptake.**

In trying to investigate the effects of first language on second language writing Kobayashi and Rinnert (1992), took a sample consisting of forty-eight Japanese university students at Hiroshima University.

The researcher collected 48 samples written directly in English and 48 written in Japanese and then translated into English.

The findings of the study suggested that the use of the first language enables many students to explore ideas fully on their intellectual and cognitive levels. Furthermore, the results suggested that composing initially in the first language allows students, especially those of lower language proficiency, easier and freer discovery of meaning.

Kern (1994) conducted a study whereby he looked at the role of translating as a cognitive strategy in the L2 (second language) reading comprehension process using verbal report interviews.

In his study, 51 students (L1=English) in a third-semester college French class reported what they were thinking as they read a text in French. Kern not only found that these subjects make frequent use of translation as a strategy to

understand the L2 text, but also that mental translation during L2 reading seemed to serve the functional purpose of facilitating the generation and conversation of meaning. He also found that students often used translation to understand the text.

Prince (1998) studied the role of translation and context in teaching a foreign language. His study was mainly between French and English and the results can be generalized to other different languages. He said that a wide spread view of vocabulary learning was that it is advisable to rely on learning words with their translations as well as second language context as soon as possible.

The researcher conducted an experiment in which subjects were tested on their recall of newly learned words to determine the relative advantages of learning and context learning as a function of learner proficiency. The results revealed a superiority of translation learning in quality and quantity.

Wasanasonsithi (1998) investigated the teachers' attitude toward the use of translation in the Thai EFL classrooms. The study explored EFL teachers' attitudes towards present practices in using translation as part of their resources for English instruction in Thailand.

The findings of the survey questionnaires completed by 194 EFL teachers in Thailand and the in-depth interviews with selected sub-sample had significantly contributed to the understanding of the present practices including the role translation currently plays in Thai EFL. The results also shed light on the possibility of making more use of translation in EFL instruction in the country.

To elicit the student attitudes on what the students want from their teachers in terms of Japanese-language support in EFL classes, Critchley (1999) conducted a survey using the bilingual questionnaire. He asked two closed questions to identify the amount of Japanese-language support that students prefer, and two open questions to identify where and why bilingual support should be given.

The results of the study indicated that of the 160 students replying, 91% indicated a preference for some degree of bilingual support in class, with strong agreement that teachers should limit their use of Japanese, and use it primarily in support of activities that are pedagogical in nature.

Wade-Woolley (1999) investigated the first language influences on second language word reading. The study reported an experiment investigating similarities and differences in basic processing involved in the word reading of second language (L2) readers of English. The investigation targeted phonological and orthographic process on the context of language transfer from native language to the second one during reading tasks.

Groups of young adults who were native speakers of either Russian or Japanese and low-intermediate ESL learners were matched on a measure of English word reading and then compared on a number of cognitive and linguistic reading-related tasks. The participants consisted of two ESL groups (composed of 18 native speakers of Russian and 21 native speakers of Japanese). The Japanese participants comprised 8 males and 13 females. The Russian participants were 8 males and 10 females.

The researcher of the study used standardized and experimental tasks. The participants completed the TOEFL subtests and the experimental tasks in two testing sessions on different days.

The study findings showed that adult Russian and Japanese speaking learners of English at a low-intermediate proficiency level in English show different profiles in their fluency and effectiveness at attending to linguistic and orthographic information in reading-related tasks. This is consistent with findings from L1 research suggesting that activation of both orthographic and phonological process is key for fluent reading. This finding also adds further support to the evidence of crosslinguistic transfer Contrastive Analysis L1 effects on L2 reading.

Schweers Jr. (1999) carried out a study on the role of Spanish (L1) in the English classroom (L2) at the University of Puerto Rico, Bayamon Campus, where he presently lectures in English. As part of the research, he enquired of teachers and students regarding the role of Spanish.

The researcher designed and conducted research on the use of the mother tongue in English classes at the University. Four of his colleagues kindly consented to participate in the project. His research consisted of recording a 35-minute sample from three classes at the beginning, middle, and end of the semester. He

recorded the classes to see how frequently and for what purposes these teachers used Spanish in their classes.

The teachers also filled out a short questionnaire about their attitudes toward the use of Spanish in the English classroom. The same questionnaire was also distributed to other members of his department. A total of 19 professors responded.

The results showed an overwhelming 88.7 per cent of the students would like their mother tongue (Spanish) in the English classroom, primarily to explain difficult concepts. Only 22 percent of teachers saw this as an appropriate use. Students also responded notably higher than teachers on the following uses for Spanish: to help students feel more comfortable and confident, to check comprehension, and to define new vocabulary items. Neither students nor teachers saw a use for the L1 in testing.

In (2000), Klevberg gave attention to the use of translation in communicative English Language Teaching (ELT), which emphasizes meaningful use of the target language.

The researcher conducted a survey of 20 Japanese teachers and seven foreign teachers at one corporation with over 400 schools nation-wide. Teachers were asked to estimate the amount of time they spent speaking Japanese according to age group (very young learners aged 2-6 or young learners aged 7-15), and in what area they used it most (pedagogical -- vocabulary/grammar instruction, or social -- discipline, social conversation, games).

All teachers reported using Japanese some of the time (answers ranging from 20% to 90% with Japanese teachers and 10% to 55% with foreign teachers) with an overall average of 45.9% of the time for Japanese instructors and 22.5% of the time for foreign instructors. Survey results indicated that many Japanese teachers often use the L1 as a pedagogical tool for vocabulary and grammar instruction, especially with older students.

The attitudes of the teachers surveyed reflected not only the practicality of L1 use in the classroom, but indicated its value in relaxing students and provided a more positive learning environment. Although such limited data may not be generalized, it does indicate that an "English only" classroom may be implausible in a learning situation where students are exposed to the language an

average only one hour, once or twice a week. With such limited exposure, communication in the target language exclusively may be impossible, and attempts to do so are a frustrating experience for both student and teacher.

The results of the study indicated that translation use may serve to facilitate EFL learning in a number of ways; increasing cognition and recall of vocabulary and grammar, empowering students through its use in teaching communication and learning strategies, and offering points of comparison and contrast when teaching English use in context.

Yet another study revealing students' viewpoints on the role of L1 for enhancing the process of L2 learning is that which was carried out by Burden (2000), of the Okayama Shoka University.

The questionnaire, in which a Likert five-point scale was considered, was administered in the second semester, to 290 university students across all four years and perceived ability levels, at four universities, (three private and one national), were asked whether or not they and their teachers should use Mother Tongue in the L2 classroom, 211 (73%) of them said 'yes'. Nonetheless, there are L2 learners who prefer otherwise.

The results of the study showed that the majority of students wanted the teacher to possess knowledge of mother tongue and to use that knowledge in the classroom, a methodology which allows students to use language actively as a product of their needs is best. All of the classes suggested that the teacher should use MT to relax the students. The MT can be used to demonstrate the differences in the range of contexts and meanings that similar words have in the L1 and L2. A majority of advanced students (56%) advocated MT use in grammar explanations

It is argued that students' mother tongue should be allowed in the L2 language classroom, sometimes and for certain purposes. To support this assumption, Tang (2000) conducted an empirical study within the context of tertiary level English reading classes in China to see whether the students' mother tongue is used and the purposes for using it, and to discover the attitudes of both teachers and students toward its use.

The results indicated that the mother tongue is indeed employed by the majority of teachers in the study and it is used mainly for pedagogical purposes: language work and classroom management.

The research also revealed that both the teachers and the students respond positively toward some use of the mother tongue in their English classrooms.

Burden (2001) attempted to examine the differences in opinions when and indeed if the students' L1 (Japanese) should be used in a conversation class.

A questionnaire survey was given to both native speakers of English and Japanese students to explore the use of the students' L1.

The aim of the questionnaire was to explore the issue of when teachers and students feel the use of their L1 is acceptable in class. It may be that students want the teacher to use Japanese for classroom management of learning processes such as explaining class rules, task or test rationale and methodology.

Thus, the survey attempted to answer the following questions: How do teachers see their classroom role? How much language support do teachers feel they need to use, and do these views match the opinions of the students in our classes? Do teachers see their role as language providers in the same way as their students, or is there a mismatch in expectations? When do teachers and learners feel Japanese should be used, and subsequently how should the teacher and learner together reduce the potential for a mismatch of views?

The survey's result of Japanese college students' opinions on the use of L1 in the classroom was seventy-three percent of students felt Japanese should be used in the classroom, mainly to help students understand a difficult point and as a means of relaxing them. While 86% of teachers (63 teachers out of 73) likewise stated that Japanese should sometimes be used.

Moreover, De Oliveira (2002) tried to examine students' perspectives on the target language use.

This qualitative study explored how eight Brazilian learners of English perceive the teacher's use of the target language in a beginning level class. The data consisted of learner responses to a questionnaire, learner-teacher interviews, and in-class observations.

The Results showed that most of the learners are in favor of the target language use in class. Those who are against it say they need their first language to confirm what they understood.

The study by Tang (2002) aimed to answer the following questions: (1) Is Chinese as the L1 used in tertiary- level English classrooms in China? If so, how frequently is it used and for what purposes? (2) What are the attitudes of the students and teachers toward using Chinese in the EFL classroom?

The participants of this study were 100 first-year English major students attending a university in Beijing. Their English was at the intermediate level. The 20 teacher participants were all faculty members at the same university, with their teaching experience ranging from one year to 30 years.

Both qualitative and quantitative research methods were used, including classroom observations, interviews, and questionnaires.

Three randomly-selected first-year reading classes (of about 50 minutes in length) conducted by three teachers were observed and recorded to find out how frequently and on what occasions Chinese was used.

The three teachers whose classes were observed and recorded were interviewed and asked why they sometimes preferred using Chinese to English in their classes

Besides that a questionnaire was distributed to 100 students, and another questionnaire to 20 teachers to discover their attitudes toward using Chinese in the English classroom. The questionnaire items focused on the subjects' opinions toward the use of L1, the various occasions when they think L1 can be used, and the perceived effectiveness of L1 in their EFL classroom.

The findings of the three class observation indicated that Chinese is used on occasions when English explanations fail to work; hence the L1 plays a supportive and facilitating role in the classroom.

The teachers participating in this study indicated that the translation of some words, complex ideas, or even whole passages is a good way to learn a foreign language.

The results of the questionnaire, according to students, Chinese was most necessary to explain complex grammar points (72 percent) and to help define some new vocabulary items (69 percent). For teachers, Chinese was most necessary to practice the use of some phrases and expressions (56 percent) and to explain difficult concepts or ideas (44 percent). Only two teachers indicated that Chinese could be used to give suggestions on how to learn more effectively.

In order to investigate the first language influence on the spoken English of Brazilian students of EFL, Keys's study (2002) aimed to detect, analyze, and classify the influence of L1 on the development of the phonological skills among Brazilian students of EFL on a four-year humanities course. Moreover, this longitudinal study aimed to contribute to the theoretical debate concerning interlanguage phonology, with reference to L1 feature transfer, and to offer support for pedagogical strategies in teaching pronunciation.

The researcher used taped examples of the spontaneous and constrained speech (reading aloud) of intermediate level students in monologue and dialogue modes. Two types of task have been employed: a spontaneous dialogue task and a reading aloud task. The spontaneous speaking task was designed to introduce elements of interaction into the data.

The subjects of the study were students in their fourth or fifth period of the language course at UFMG, with a minimum of 300 hours of classroom English.

Bawcom (2002), in her study on using L1 in the classroom, found out that in the group of learners under investigation, 36% used the mother tongue for affective factors (e.g. sense of identity, security, social interaction); 41% as a way of implementing learning strategies (e.g. checking comprehension, going over homework); for 18% of learners it was an example of expediency (e.g. translation of directions for activities and passive vocabulary), while the remaining 5% was unintelligible.

Turnbull and Arnet (2002) examined in their study several issues related to teachers' use of the L1 and Target Language in the classroom: exposure to TL input, student motivation, ways in which teacher use of the L1 can promote TL

learning at cognitive levels, code switching, and when it is appropriate for teachers to introduce the L1 into their pedagogies.

They concluded through their study that the researchers examining the classroom experience of students with foreign language learning difficulties have argued for maximized use of the TL in the classroom.

In (2003) Chavez's study examined the views of college learners of German regarding desired degrees of first language (L1) versus second language (L2) use, how desired language use related to observed language use for students and teachers.

The researcher distributed a 158 questionnaire of 330 German learners enrolled at three different levels of study indicated that students considered their speech community. The study was conducted at the University of Wisconsin-Madison.

The results of the study showed that teachers consistently tended toward the L2 more strongly than their students desired. Students reported that they used the L1 more than they themselves wanted to.

The main objectives of the article by Rolin-Lanziti (2003) were to contribute to the current methodological debate about the use of the learners' first language in foreign language teaching; to base the discussion on the examination of teacher classroom practices; to advocate the introduction of a controlled use of L1 in the foreign language classroom, through a careful consideration of variables such as materials and linguistic targets.

The samples were collected in language classes for beginners in French at the University of Queensland, Australia, over the period 1998-2002. In these classes, teachers use mainly an immersion approach to the teaching of French. This means that L2, in this case French, is the dominant language in the classroom

The result of the article of L1 samples showed to posit a role of L1 within Communicative Language Teaching. Shifting to the learners' first language may help the perception of L2 forms. The use of L1 could be particularly efficient to introduce vocabulary items, which cause miscomprehension during a listening activity. The use of L1 could be considered then as a strategy helping to introduce a 'focus on form' in the foreign language classroom.

Second language acquisition research has led to a major emphasis on the need for learners to experience the target language (TL) in use according to Crawford (2004). At the same time, there is discussion of the role of the first language (L1) as a tool in the processing of language/culture experiences. Achieving optimal levels of TL and L1 use is particularly important in school-based foreign language programs where the teacher is often the only proficient speaker and opportunities for TL use beyond the classroom may be limited.

This study presented the results of a survey of language teachers' attitudes to and use of the target language in Queensland, Australia. The responses suggested that many teachers continue to make extensive use of the learners' L1.

The findings of the study suggested, also, that many teachers see the learners' L1 as the appropriate medium for cross-lingual, cross-cultural comparisons. While the teachers' own level of proficiency had some influence, experience in the target culture seemed to be more influential both on teachers' attitudes to proficiency as a goal and their reported use of the TL.

The primary goal of the study by Miles (2004) was to find evidence to support the theory that L1 can facilitate the learning of an L2 and to demonstrate that the use of L1 in the classroom does not hinder learning. The study actually involved two different experiments. In the first, three low-level first-year university classes were compared. One class did not permit the use of L1 in the classroom, another did permit it, and the third actually utilized L1. The classes were similar in many respects and this enabled us to compare their progress over a five-month period. The results showed that in the class where L1 was utilized, the students showed a significantly higher improvement in the area of speaking. The reason suggested here is that confidence was the determining factor, and that L1 use helped to foster this confidence.

In the second part of the experiment, one class was focused on. Four separate lessons were taught to this class, two utilizing L1 and two which did not utilize L1. Results were mixed in this experiment. The first part of the thesis was favourably supported, as the classes utilizing L1 improved significantly; thereby showing that L1 use had not hindered learning. There was mixed evidence regarding the second part of the thesis. In one comparison, the class using L1

outperformed the one which did not use it. However in another comparison, the reverse was true, casting some doubt on the validity of the first findings.

Overall, the findings in this experiment could be classified as positive that L1 use in the English classroom does not hinder the learning of anL2, and that L1 has a facilitating role to play in the classroom and can actually help learning.

Trevino (2005) tried to investigate the effects of Spanish language instruction on the writing development of Spanish-speaking first grade students.

The purpose of the study was to trace the development of Spanish writing of 14 first grade year. Growth in writing was measured though the pre and post LAS Oral Spanish Tests and analysis of monthly writing samples from September through May.

Each monthly journal sample was analyzed using on the three stages.

The study showed that the students improved in their writing skills through their daily journal writing using the students' native language as well as the practice of pre-writing strategies. It is especially beneficial to the student when the teacher uses topics meaningful to the children. Recommendations included the development of curriculum that includes daily writing practices in the primary grades using the students' native language and training for teachers on assessment and evaluation of emergent writers.

Rell (2005) tried to study the role of the first language (L1) in the second language (L2) classroom.

The aim of the study was to assess empirically the role of the first language in the second language classroom.

This empirical study involved students enrolled in Spanish 2 at UCLA in the Department of Spanish and Portuguese during the fall term of the 2004-2005 academic year. Students receive instruction on two different grammar points, one point taught using their common L1 (English) for instruction and the other using solely the L2 (Spanish).

The researcher administered a questionnaire which assured that all participants are willing to participate, determined their L1, and gathered information about their formal Spanish Language classroom instruction history. Also, the

researcher designed three quantitative tests (pretest, posttest, delayed posttest) an achievement test, pre and posttest to achieve the goals of the study.

The research took place in four randomly selected sections of Spanish, two morning classes and two afternoon classes

The main conclusion of the study was that FOF instruction in the L1 appears to benefit learners with respect to direct and indirect object pronouns, also the subjects perform better with instruction with Spanish but better in English for the direct and indirect object pronouns.

The aim of the study by Liao (2006) was to explore the role of translation in Taiwanese college students' English learning, particularly in terms of their learning beliefs and learning strategies about using translation to learn English.

The data from survey questionnaires and qualitative interviews will address the following research questions: (1) What are students' beliefs about using translation to learn English? (2) What learning strategies employing translation do students report using? (3) What are the relationships among learners' beliefs about and use of translation? (4) To what extent do learners' background variables relate to their beliefs about and use of translation? Pedagogical implications are also discussed.

The results of the study hoped to sensitize EFL teachers to various learning strategies involving translation and to the possible benefits of using translation for English learning reported by the students

Edstrom (2006) tried to study the L1 use in the L2 classroom. The study was a detailed analysis of one teacher's language use during one semester of a university-level Spanish course.

The goal of the study was fivefold: to determine the amount of L1 used; to analyze the functions of L1 use; to compare the teacher's perceptions with her actual L1 use; to compare students' perceptions with the teacher's actual L1 use; and to identify motivations or reasons underlying her L1 use.

The findings have implications for classroom practice and emphasize the value of self-recording in teacher development

Moreover, Hitotuzi (2006) carried out a study to examine the learner's mother tongue in the L2 learning-Teaching symbiosis.

The study has a two-fold purpose. One is to review the stances of language-oriented theorists, who are practicing foreign/second-language teachers and learners from various parts of the world, regarding the long-standing controversy over whether or not the learner's mother tongue plays a positive role in the foreign/second-language learning-teaching context. A second purpose is to offer, from a non-native-speaker L2-teacher standpoint, some suggestions on when and how learners' native language can be capitalized on in the process of learning another language. This implies that the learner's mother tongue can be a valuable tool at the disposal of foreign/second-language teachers in their classrooms worldwide.

In trying to reveal the cross-linguistic effects on L2 acquisition, Chin (2006) investigated the cross-linguistic effects on the L2 acquisition of the semantic contrast entailed by the perfective and imperfective aspectual markings in Spanish and English.

The study was the first to investigate the L1 influence on L2 acquisition of aspect with such a wide range of languages (i.e., Chinese, English, and Spanish).

Two experiments were conducted for the study: (1) Acquisition of the semantic contrast entailed by aspectual marking in L2 Spanish by Chinese and English native speakers, and (2) Chinese and Spanish-speaking ESL learners acquiring the aspectual contrast in L2 English. All participants completed tests in proficiency, verb morphology, and acceptability judgment in the language tested. The findings revealed that intermediate level L2 learners were sensitive to the semantic contrasts that are instantiated in their L1, but they did not recognize the contrast if the semantic entailment is different between their L1 and L2, which suggests L1 transfer.

A study by Xie (2006), focused on how to improve the L2 classroom instruction in certain special areas of the target language. The theoretical bases upon which this dissertation rests are consistent with the position held by the interlanguage

hypothesis, which believes that the native language has an important influence on second language acquisition.

The pedagogical approach used in this study is to contrast the persistent problem areas in L2 with their counterparts in L1 and then to clarify the different connotations between them in hopes that such efforts will help Chinese learners to become aware of the real source of the problems.

The study dealt with lexical problems caused by L1 influence. In addition, it dealt with syntactic problems caused by L1 influence on Russian.

The results of the study indicated that not all differences between the foreign language and the first language (L1) will cause errors and avoidance in foreign language learning, and not all errors and avoidance are caused by the incorrect transfer from L1.

Thompson (2006) tried to examine the teacher and student first language and target language use in the foreign language classroom.

The study was carried out in the Department of Spanish and Portuguese at the University of Arizona. Sixteen first- and second-year classes were studied over the course of three observations. Additionally, over 500 students participated in a pre- and post-listening test as well as a survey regarding perceptions of L1 and TL use in the classroom and beliefs about language use.

The current study explored not only teacher and student TL and L1 use in the FL classroom through video and audio recordings of multiple classes but also investigates in what types of discourse the TL and L1 are being employed and some of the motivations behind this usage. Other questions that are addressed include: How do native and non-native instructors of the TL differ in their language use? Does a relationship exist between student and teacher perceptions and beliefs regarding L1 and TL use and actual use? And what are the factors (e.g., teaching experience, educational background, class level) that may influence L1 and TL use in the classroom?

The study contributed to a better understanding of actual classroom language usage, the motivations behind L1 and TL use, and the students' and teachers' perceptions of the role of the L1 and TL in the classroom. Additionally, the study provided empirical data to use in teacher training regarding actual TL and L1 use and offers further information on possible role(s) of the L1 in the classroom.

Through an analysis of the situations in which the L1 and TL are used, teachers can be made aware of actual language use.

The results showed that while there was a strong positive correlation between the instructors' use of the L1 and the students' use of the L1, this did not adversely affect the listening gains in the classroom. Also, it was found that both the students and the instructors were able with a high degree of accuracy to predict the L1 and TL of the instructors in the classroom. Finally, there were no significant differences between the classes with native speaking instructors of the TL and those who were non-native speaking instructors of the TL.

In his study, Fernandez (2006) compared English as a second language (ESL) and foreign language (FL) teachers' and students' perspectives regarding target language (TL) and first language (L1) use in the respective classrooms.

The study was designed to assess attitudes of ESL and FL teachers and students in public middle school with respect to the use of L1 and TL in second language classrooms.

Teachers and students were given questionnaires asking their opinions of a rule that restricts students' L1 use. Questionnaires were administered to 46 ESL students, 43 FL students, 14 ESL teachers, and 15 FL teachers in Texas secondary public schools. Interviews were conducted with ten of the teachers surveyed (5 ESL and 5 FL). All teachers that completed a questionnaire were asked to participate in an interview and those that volunteered were interviewed. Results demonstrated that over 90% of ESL teachers reported believing that L1 use was a natural process for second-language acquisition.

Also, over half of the total teacher respondents reported that they did use L1 to save time.

The purpose of the study by Chen (2006) was to examine whether the CAI (computer assisted instruction) tutorial program had an impact on the EFL (English as a Foreign Language) grammar skills of the beginning EFL language learners.

A quasi-experimental research design was conducted at a private college located in southern Taiwan. A post-writing assessment was administered for both the

control group and the experimental group after the treatment with 50 Taiwanese EFL learners in each group. One hundred written essays were analyzed through error analysis and data were computed through a one-way ANOVA on overall error rates.

The major finding on overall error rates demonstrated that there was no statistical difference between the control group and the experimental group. Evidence provided by the written samples suggested that L1 played a role in the process of beginning EFL learners' writing in English. Understanding linguistic differences between students' L1 and English may help the learners reduce interference from their first language.

Bacherman (2007) has also studied the use of students' first language in second-language learning in a computer-based environment.

The purpose of this study was to find out if student learning can be improved if the students' L1 is integrated into an L2 learning sequence in a way that would not happen if the L1 were not integrated.

This study examined a contemporary issue in second language L2 learning: the use of a student's first language L1 as part of the L2 instructional design. Specifically, this research studied if the inclusion of students' L1 in an ESL (English as a second language) class led to better results in comparison to the same ESL class that didn't include the students L1.

The research for this study was conducted by having a control group (CG) and an experimental group (EG) of participants utilize a self-access tutorial to learn a set of vocabulary words. The control group's tutorial used only English while the experimental group's tutorial used English with Arabic translations. In general, this study contributes an additional body of findings to those who are interested in the issue of whether or not to use students' L1 in an L2 classroom.

The results of this study showed that the use of the L1 in an L2 classroom did not lead to worse results than use of the L2 only. Consequently, these results could provide the impetus for social change in two important ways. First, some educators who have not approved of the use of the L1 in the classroom may be prompted to review their beliefs about this and possibly incorporate the L1. Secondly, if use of the L1 in the L2 classroom leads to improved student affect, then this is likely to stem the possibility of students quitting an L2 class and may

lead some students to take additional L2 classes beyond what is required by their educational institutions.

The goal of the study by Wang (2007) was to explore learning English as a foreign language students' and English teachers' beliefs regarding target language use (TL), first language (L1) use, and anxiety in the freshman English classes.

The researcher examined students' and teachers' perspectives about the importance of TL use in English learning, and the degree of the importance of classroom activities the subjects perceived regarding the course grade and English acquisition.

The questionnaire survey was administrated to 376 sophomore students and 19 teachers from different universities in Taiwan. The statistical methods including descriptive statistics, comparison of means, one-way analysis of variance, t- test and Pearson correlation were applied to analyze the data.

The results indicated that the amount of English used by teachers for instruction varied. Student participants generally reported fewer amounts of English use in the classes than teachers did. The discrepancy between the two groups might be due to the fact that a limited amount of teachers participated in the study. Both students' and teachers' responses showed a higher amount of English use in teacher-to-student communication, followed by student-to-teacher communication, and less in student-to-student communication. The use of English was reported at a higher percentage of the time for topic-based activities, less for discussion about tests and assignments, and less for discussion about grammar. Most student and teacher respondents agreed that a great quantity of English use produced better English language proficiency. Most respondents disagreed that totally excluding the use of the first language (Chinese), especially for discussion about grammar, was not the answer. Most subjects perceived that both students and teachers should primarily use English to communicate during the entire class time.

In addition, the results indicated that both the teacher and student groups regarded the English topic as the most important type of classroom communication regarding the course grade and English acquisition. The students reported a higher level of TL-use anxiety than teachers' perceived

students' anxiety. Analyzing students' data yielded the result that there is a negative relationship between the target language use and target-language-use anxiety. Students also showed significant differences in TL-use and TL-use anxiety based on personal or classroom variables, including language proficiency level, English- only experience, levels of motivation, reason for studying English, frequency of TL use as mentioned by the teacher, the native speaker status of teacher, and English use after class time.

In trying to investigate the effects of age of acquisition on first-language (L1) acquisition in relation to second-language (L2) outcome, Rachel (2007) presented a study which summarized three experiments that use the unique acquisition situations of childhood deafness and sign language. The key factors controlled across the studies are age of L1 acquisition, the sensory-motor modality of the language, and level of linguistic structure.

The Findings consistent across the studies show age of L1 acquisition to be a determining factor in the success of both L1 and L2 acquisition. Sensory-motor modality shows no general or specific effects. It is of importance that the effects of age of L1 acquisition on both L1 and L2 outcome are apparent across levels of linguistic structure, namely, syntax, phonology, and the lexicon.

The results demonstrated that L1 acquisition bestows not only facility with the linguistic structure of the L1, but also the ability to learn linguistic structure in the L2.

The purpose of the study by Cradenas-Hagn et al (2007) was to examine the effects of initial first and second language proficiencies as well as the language of instruction that a student receives on the relationship between native language ability of students who are English language learners and their development of early literacy skills and the second language.

The study investigated the development of early language and literacy skills among Spanish-speaking students in two large schools. Students were administered a comprehensive battery of tests in English and Spanish, and

classroom observations provided information regarding the Spanish or English language use of the teacher.

The analyses that were conducted to examine language transfer in the present study focused on the relationship between students' L1 (Spanish) skills and their L2 (English) skills as a function of initial L2 (English) skills.

Findings from the study suggested that Spanish-speaking students with high Spanish letter name and sound knowledge tend to show high levels of English letter name and sound knowledge.

In addition, the results of the study suggested a relationship between L1 (Spanish) abilities and L2 (English) acquisition

Three meta-analytic studies have shown that bilingual education is an effective method for teaching students who are English language learners according to Ryan's study (2007); however, there is limited evidence of the effectiveness of bilingual education in preschool.

The study used multiple years of data from the Manchester and relevant comparisons groups to conduct two separate tests of the effectiveness of bilingual education in preschool.

The results of the study supported the effectiveness of bilingual education in preschool, but only at marginally significant levels of statistical interference. A fixed effects model of literacy outcomes comparing a cohort of students who had received bilingual education in preschool but English-only education in kindergarten with a cohort of students who received English-only in both preschool and kindergarten showed evidence of an achievement gap(favoring the students receiving bilingual education) that emerged at the end of preschool but had closed by the end of the kindergarten.

Another study was conducted by Brown (2007) which focused on how a first language (L1) influences a second language (L2) in different linguistic domains and across modalities.

The primary goal of the study was to know whether and how a first language can be shaped by the presence of a second language.

A total of 57 participants were included in the analysis involved in this study, 13 English speakers, 16 Japanese speakers, and 28 native Japanese speakers. They were asked to complete the questionnaire

The findings showed that the effects of an L1 on an L2 have theoretical and pedagogical implications for the field of second language acquisition, as they will contribute to our growing understanding of these effects.

2.3 Second: Relevant Arab Studies

A study was carried out by Arishi (1984) who analyzed the teacher-student interaction in EFL classes in Saudi Arabia in order to develop an objective systematic analysis of teachers' behavior. Teacher-student interaction patterns were coded live and audiotaped

The analysis involved two 20-minute observations of 30 randomly sample selected EFL Saudi middle school teachers from the two districts of Jizan and Jeddah during the second term of the 1982-1983 academic year, using a modified Flint (Foreign Language Interaction) observational system which consisted of 25 categories of teacher-student interaction. The Flint System was developed by Moskowitz (1972) and modified by Arishi.

The findings of the study showed that Saudi English language teachers overuse Arabic L1 while teaching English. Moreover, those teachers were found to use Arabic at random. The Saudi students on the other hand, use Arabic during 11.46% of class time. The use of target language was generally mechanical in nature, and the native language was regularly used by both the students and the teachers. The students used Arabic whenever they asked questions or took initiative.

Hamdan (1984) tried to investigate some of the lexical errors made by Arabic – speaking adult Jordanian learners of English.

The sample of the study was chosen randomly, it consisted of 136 second-year English majors enrolled at community colleges during the scholastic year 1983-1984. The subjects were required to sit for a two-session test, which consisted of 342 sentences. They were asked to complete each sentence with the help of an Arabic item.

The results of the study showed that erroneous lexical substitution and paraphrase were the most frequent types of errors.

As to the causes of errors, it was found that 48.2% of the overall number of errors was caused by L1, whereas 14.6% were induced by L2.

Dao'ud (1984) conducted a study to investigate the effect of interference from Arabic as a mother tongue on the process of learning the English prepositions by Jordanian secondary school students. A stratified random sample of 325 female and 326 male students representing the three main streams of schooling scientific, literary and commercial was drawn from ten schools belonging to the four offices of education in Amman.

An objective multiple - choice test consisting of 80 items involving almost all the conceptual and some problematic structural uses of prepositions was administered.

The study revealed that interference from Arabic was a main source of errors made by Jordanian secondary school students in the area of prepositions. This interference makes the majority of these errors systematic and predictable. These results also show that interference errors occur because of a fixed strategy of translation common to all subjects, and that similarity between Arabic and English facilitates learning and difference makes it difficult.

Kharma (1987) studied Arab students' problems with English relative clauses. All kinds of errors were collected from the essay writing of university students, as well as from papers of translation from Arabic into English in the English Department of Kuwait University. These errors were classified into fourteen types. The results showed that six out of the seven most persistent error types could almost certainly be ascribed to negative transfer (or interference) from Arabic.

The purpose of the study by Al – Naimi (1989) was to identify and explain the problem Arabic – Speaking EFL learners encounter in learning English adjectives.

The sample of the study consisted of 150 students enrolled in the classes of the Orientation Program of the Language Centre at Yarmouk University. The typical student is a graduate of a Jordanian high school in his / her first, second, third or even fourth year of university study and he / she is taking the Language Centre Program as a university requirement for his / her B.A. The population of the study is Arabic speaking learners of English as a foreign language.

The study is theoretical in nature, but it has a practical part which involves a test which consisted of 50 multiple choice items given to 150 Yarmouk University orientation program students.

It was found that interference accounts for a large number of expected and real errors in adjective formation, selection, comparison and error. Those findings tend to lend further support to the contrastive analysis hypotheses.

In her thesis (1989) Bdour studied the influence of Arabic Language upon the learning of English prepositions by secondary students in Jordan.

The study aimed at investigating the influence of Arabic Language upon the learning of English prepositions by second secondary literary and scientific stream students. The main purpose of the study was to test and analyze the types of prepositions errors.

The researcher used a stratified random sampling technique in choosing the sections and subjects. The sample of the study consisted of 500 male and female second secondary students (Literary and Scientific) in the academic year 1987-1988. It was selected from the secondary schools in the District of Irbid Directorate which had both streams.

A twenty - item multiple choice preposition test was designed to measure the students' ability to guess preposition meaning from context.

The researcher concluded the following results:

- 1- There is a difference of the whole sample in the following categories : L1 interference, overgeneralization, literal-translation, incomplete acquisition of L2 rules, different preposition functions, ignorance of exceptions to rule, grammar translation and target L2 system. L1 interference caused the highest number of preposition errors.
- 2- There were no differences between male and female students with respect to literal – translation and overgeneralization errors.
- 3- There were no differences between literary and scientific students with respect to grammar- translation, literal translation, different preposition functions, overgeneralization and incomplete acquisition of L2 rules errors.
- 4- L1 interference errors were the most frequent sources of prepositions errors regardless of stream and sex.

Abdan (1990) has shed some light on the topic of the use of mother tongue and translation. He has observed that some EFL Saudi teachers abuse or overuse the mother tongue and translation in the course of their work. Yet some others still maintain that the use of mother tongue and translation has no place in the EFL classroom. In addition the researcher discussed the arguments for and against the use of the mother tongue and translation in the foreign language classroom. Also the writer provides the following general guidelines for the proper use of the mother tongue and translation in foreign language instruction:

- 1- The use of the mother tongue and translation is allowable when the foreign language teacher feels that it is unavoidable as a result of breakdown in communication with the students.**
- 2- It has already established that as the foreign language knowledge develops, ones reliance on the mother tongue weakness. Word for word translation is rejected.**
- 3- The use of mother tongue and translation is useful for clarifying the meaning of certain abstract concepts.(Rivers et al, p.327)**
- 4- Taylor states that all translation into the learner's mother tongue must be given after the new linguistic material has been presented.**

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Al-Absi (1991), tried to investigate the effect of using the native language as a method in teaching English as a foreign language on developing learners' lexical proficiency.

The study aimed at investigating the effect of incorporating the use of the learners' native language in teaching English as a foreign language (Bilingual Method) on developing the lexical proficiency of first -year students in Wadi Seer Vocational Centre in Jordan.

The population of the study consisted of all (378) male first- year students in Wadi Seer Vocational Centre in Jordan in the Academic year 1990-1991. The sample consisted of sixty- four (64) students grouped in four sections classes which equals 17% of the population. These classes were chosen randomly and assigned as follows: two classes for the control group and the other two for the experimental one.

For the purpose of the study, a one hour 50- item multiple - choice pretest on the students' vocabulary achievement was constructed by the researcher and was administered to the experimental and control groups to measure students' performance before the beginning of the study. Students were post – tested after completion of the treatment.

The instructional material consisted of two units taken from Petra book for Jordanian tenth graders. While the experimental group was taught the material for four weeks via the Bilingual Method, the control group was taught via the Monolingual Method. Then, the two groups sat for a post – test in vocabulary comprehension.

The results of the study showed significant effect ($F=44.64$) level in favor of the bilingual method. So any difference in favor of the experimental group's vocabulary achievement can be mainly attributed to the method of instruction (the bilingual method) which emphasized the employment of the native language in teaching a foreign language.

Another study was conducted in Saudi Arabia by Abdan (1993) which attempted to investigate the extent to which Arabic L1 is used during the teaching of English in Saudi intermediate public schools and to identify the causes and effects of this use.

A total of 451 English teachers and supervisors from these schools were asked to respond to a questionnaire.

The results of the study revealed that 75% of English language teachers in Saudi Arabia Intermediate public schools use Arabic while teaching EFL, for about 10% of class time. Moreover, the study has shown that there is a host of factors behind this use. Among these are:

- 1. The unavailability of teaching aids.**
- 2. The hard effort needed in teaching through English.**
- 3. The shortage of time allotted to English in these schools.**

Abdel-Moneim (1991) studied the role of translation in teaching English grammar to Arab students specifically teaching relative clauses in both Arabic and English. The purpose of the study was to explore the possibility that the

teaching of grammar could profitably be based on the findings of recent studies on interlanguage and learning strategies. The study focused on the interlinguistic transfer strategy through translation errors in an attempt to arrive at a learner-centered technique of teaching grammar. The study provided empirical data verifying the effectiveness of translation in understanding simple interlinguistic comparisons.

An experiment was conducted in eight secondary schools and the University of Gezira in Wad Medani, Sudan. A total of 714 male and female Arabic-speaking students were pretested, matched and divided into two equal groups in each school. Based on the results of error analysis, two lessons, one normal and one experimental, were developed to teach the relative clauses in English. The normal lesson followed the traditional format of examples, rules and explanations couched in metalinguistic terms. The experimental lesson included terminology-free comparisons of relative clauses in English and Arabic. The two groups were taught by the same teacher in each school and the university. The same pretest was administered as a post-test. The matched group t test was used to compare the means of the active object relative clauses correctly produced by the two groups in each school.

A significant difference was observed between the two groups. The results showed that the group which used the translation technique got higher grades on the exam and understood relative clauses better in both Arabic and English.

Faiq (1995) studied the role of translation in teaching connectives in Arabic and English, especially in structuring information as texts. The thesis started with the postulation that advanced Arab students are generally good at the level of sentence formation.

In order to achieve a textual competence, Faiq adopted, with some modifications, a typologically oriented model for text-structure processing. The study had a descriptive analysis of three exemplary texts to demonstrate the pure analytic potential of the proposed model.

The researcher designed an experiment to test the pedagogical implications of the model with particular reference to the teaching of connectives as a key element in connecting texts by using the translation technique from and into Arabic to advanced Arab students.

The experiment involved two groups of advanced Arab students the Polytechnic of Central London and the University of Salford. The study concluded that the group that used translation in understanding the connectives, then, structured the texts achieved better results than those who use their own understanding of the connectives as well as the texts.

In (1995), Mustafa studied using Arabic and English in science lectures. This study was concerned with subject lecturers' awareness of their language use in the classroom, in particular, mixing English and Arabic in science lectures. It concentrates on their conscious knowledge of the various functions achieved by this practice.

The aim of this study was to explore the subject teachers' awareness of their language use in the classroom. The teachers considered here are lectures on science subjects and Technology. This study examined their awareness of mixing Arabic and English in science lectures, specially, the functions achieved by the different linguistic items used from each language.

The study was based on seven recorded natural lectures given on a variety of topics in agriculture, medicine, biology, pharmacy, chemistry and engineering. Each lecture was for an hour, so the total time of lecturing was seven hours. The participants in this study were seven professors, five males and two females, who have been teaching at just for 2-8 years.

The findings showed that in an attempt to enhance the students' lecture comprehension, professors tend to mix English and Arabic as a strategy.

Hamdan and Diab (1997) carried out a study to examine the role of the native language (Arabic) in assessing reading comprehension in the foreign language (English).

It reported on the findings of a case study in which two test versions, one in Arabic and another in English, were used to asses the effect of the language of the test on the reading comprehension performance of 60 secondary school students at Sweileh Secondary Boys School in Jordan.

After receiving instruction for one month using reading material in their prescribed textbook, two comprehension groups were tested using the same reading test except that the language of the test was English for the first subgroup and Arabic for the second.

The results showed that the subjects who were tested in Arabic outperformed their counterparts who took the English test version.

In his study Migdadi (1997) tried to investigate the errors made by first and second year students males and females in the English Department at Yarmouk University in their learning of the English relative clauses.

The sample of the study consisted of 100 first year students (50 males and 50 females) and 100 second year students (50 males and 50 females) from the English Department at Yarmouk University for the academic year 1996/1997.

In order to achieve the objectives of the study, the researcher developed two tests: a written translation test and a grammaticality judgment test. A t-test was used to answer the questions of the study.

The findings of the study indicated that the majority of all types of errors committed by the students in the formation of the English relative clauses could be accounted for in terms of negative transfer from Arabic. Also, it was found that male students committed more errors than females in the formation of the English relative clauses, beside first year students committed errors than second year students in the formation of English relative clauses.

In order to investigate the use of learner's first language in foreign language teaching, Al-Faki Ahmed (2000) used two tools for collecting data. A questionnaire which was prepared to be used with the teachers of English at the three levels of education in the Sudan, and the second tool was a set of five tests which were used with pupils and students at the three levels of education.

The questionnaire was used to elicit the English language teacher's views concerning attitudes towards the use of Arabic and its effects in the teaching of English on the learner's proficiency in English.

The questionnaire consisted of three sections: Section A was made up of three items which sought background information about the respondents. Section B of the questionnaire consisted of twelve closed items and section C consisted of eight closed items.

The questionnaire consisted of twenty items. They covered all the roles that a teacher of English as a foreign language might play in an English lesson.

The second instrument was a set of five tests, a pre- and post test were designed to assess the overall language attainment of the learners.

Every test for the secondary school subjects and the University subjects consisted of five parts. Part one and two were constructed to assess listening and speaking. Part three of every test was designed to assess reading comprehension. Part four of every test attempted to measure grammar and vocabulary. Finally, part five in all tests, was for testing writing skills.

The primary purpose of this study was to investigate the use of Sudanese Colloquial Arabic, as the mother tongue of the subjects, in the teaching of English as a Foreign Language; at the three levels of education in the Sudan.

The sample of the main study consisted of one hundred and eight English language teachers. It was drawn from the population of English language teachers at the three levels of education in the cities of Atbara, Khartoum and Medina.

The empirical study conducted in AD-Damer and Atbara towns during the periods September through December 1998, was conducted to investigate the effectiveness of using Arabic in the teaching of English. This was accomplished through a comparison of a cohort of learners' performance before and at the end of a three-month course taught to three groups of learners. These groups were chosen from the three levels of education: Basic, Secondary and University.

The objective of this experiment was to compare the learners' language proficiency at the end of three-months' instruction.

The main findings and outcomes of this study showed that:

- (1) English language teachers in the three levels of education in the Sudan tend to use Sudanese Arabic in the teaching of English as a foreign language.**

- (2) The use of Arabic in English language classes is more common among Basic school English language teachers, than among both Secondary School and University teachers of English.
- (3) English language teachers with experience tend to minimize their utilization of Arabic in teaching English.
- (4) Female English language teachers tend to use Arabic in teaching English more than male teachers of English.
- (5) Basic school English language teachers who utilize Arabic use it to accomplish the following duties in a descending order:
- (a) To teach grammar, vocabulary items and to comment on their pupils' performance.
 - (b) To assign tasks to their pupils.
 - (c) To teach listening and speaking, and to greet their pupils.
 - (d) To reinforce their pupils' learning.
 - (e) To teach writing.
 - (f) To teach reading.
- (6) Secondary school English language teachers who use Arabic in the teaching of English use it to perform the following in a descending order:
- (a) To teach grammar.
 - (b) To teach vocabulary items.
 - (c) To assign tasks to their students.
 - (d) To teach reading.
 - (e) To comment on students' performance.
 - (f) To teach writing.
 - (g) To greet their students.
 - (h) To teach listening and speaking.
 - (i) To reinforce their students' learning.
- (7) University English language teachers who use Arabic in the teaching of English use it to accomplish the following tasks in a descending order:
- (a) to comment on students' performance.
 - (b) to greet their students.
 - (c) to teach listening and speaking.
 - (d) to teach reading.
 - (e) to teach vocabulary items, to teach writing and to assign tasks to students.

- (f) to reinforce their students' learning.

The results of the study, which were obtained, can be summarized as follows:

- 1- The majority of respondents have the opinion that Arabic should be used in the teaching of English.
- 2- The use of Arabic is more common among Basic school teachers than among both Secondary school and University English language teachers. Moreover, the use of Arabic is more common among Secondary school teachers than among University teachers.
- 3- The use of Arabic in the teaching of English is more widespread among female teachers than among male teachers. It is also more widespread among novice teachers than among Sudanese English language veteran teachers.
- 4- Those who use Arabic in the teaching of English use it to accomplish the following tasks in a descending order:
 - a) to give cultural knowledge.
 - b) to explain English stereotype expressions, and cultural differences.
 - c) to teach vocabulary items.
 - d) to teach grammar.
 - e) to explain difficult words.
 - f) to translate reading passages.
 - g) to give instructions.
 - h) to teach reading.
 - i) to teach writing.
 - j) to assign tasks to learners.
 - k) to give verbal reinforcement.
 - l) to comment on learners' performances.
 - m) to teach listening and speaking.
 - n) to greet learners.
- 5- The majority of respondents think that the use of Arabic in English language classes does not have negative effects.
- 6- Again, the majority of the respondents think that the use of Arabic in English classes is inevitable.

7- Most Sudanese English language teachers have a positive attitude towards the use of Arabic in English language classes.

The results of the tests supported the findings of the questionnaire. Students who are taught through the medium of English and Arabic achieve better results than those students who are taught through either English or Arabic alone.

The purposes of the study by Foudeh (2000) who studied the role of translation in teaching English for speakers of Arabic were:

- 1- Investigate and study the role of translation in teaching certain English language skills: reading comprehension, vocabulary, and grammar for speakers of Arabic.**
- 2- Manipulating and getting benefit from the translation technique.**
- 3- Conducting an experimental study which applies the translation technique in an educational setting.**
- 4- Finding out how the translation technique works at different levels of language instruction and where it could effectively be used in teaching English language skills (reading comprehension, vocabulary, and grammar).**

Therefore, the study investigated the role of the translation technique and where it could effectively be used in teaching English language skills (reading, comprehension, vocabulary, and grammar).

The researcher designed a test and two questionnaires to measure students' performance before and after using the translation technique. The pretest was given to the students of the ninth grade at the beginning of the first semester of the academic year 2000/2001.

Two months later, the post-test was given to the two groups of the two schools to measure to what extent the goals of the ninth grade curriculum were achieved by using the translation technique.

Moreover, two questionnaires were presented; the first questionnaire included statements related to students only and was distributed after the pretest to elicit students' responses on certain socio-environmental and linguistic variables that could influence students' performance in English. The second one included statements about the student himself, the EFL teacher, and the method of teaching English language skills. It was distributed after the post-test to investigate students' attitudes and views toward certain factors that could affect the process of English language instruction directly or indirectly and positively or negatively.

A cohort sample consisted of 78 ninth grade students from two equal-size classes (39 students for each section) in two different schools of the city of Irbid. Each section was taught English language skills and components: reading comprehension, vocabulary, and grammar by using the translation technique for two months to see and measure which English language skill could benefit best and most from using this technique.

The results of the study showed that the translation technique is functional in teaching some English language skills. The results also showed that the translation technique is most effective in teaching reading comprehension skill and vocabulary. In particular, abstract concepts are best taught by using the translation technique. The grammar component may benefit from using this technique but to a much lesser degree. In addition, the results of the two questionnaires showed that certain socio-environmental and linguistic variables could affect students' performance in learning these skills.

Shiyab and Abdullateef (2001), in their article discussed the status and role of translation in the teaching of a foreign language. The study started with the assumption that translation, when applied adequately and effectively, can be used as a means of language learning and language teaching.

The study argued that analytical and descriptive studies along with the teachers' observations have revealed valuable additional information about the validity of using translation as a tool for language learning and/or language teaching.

Therefore, those who believe that translation has a minimal role to play in the teaching of a foreign language are invited to think again of its role and contributions to the fields of language learning.

The study argued that translation is an important technique in learning or teaching a foreign language. The researchers considered translation is extremely important for foreign language teaching because it allows conscious learning and control of the foreign language. Besides, using translation can make learning meaningful because the learner is an active participant in the process. They resemble this technique like a medicine.

The purpose of the study by Abu Zaid (2003) was to investigate the effect of the native language (Arabic) in teaching EFL on the first secondary class students' immediate recall achievement in Jordan.

The sample of the study consisted of 111 students (58 male, 53 female) first secondary students (literary and scientific) in the academic year 2002-2003.

The sample was grouped into four classes that were randomly chosen, and divided into two groups (experimental and control).

To accomplish the purpose of the study, the researcher prepared two achievement tests, a pretest a posttest.

The results of the study showed that students who were taught English with reference to Arabic language showed better achievement than those who were taught English without any reference to Arabic.

A study by Abdul Rrahim (2004) was conducted to investigate the effectiveness of the translation method in teaching vocabulary to elementary level ESL learners.

The translation method is used in the study because it used the learners' L1 as the medium of instruction and it involved explicit learning.

The findings of the study revealed that the translation method had a positive impact on learners' recall and retention of the meaning of words that they learned. Recommendations are made in the paper for the incorporation of this

method in the Malaysian English language syllabus and its implementation in English language classrooms, in particular, in teaching vocabulary to elementary level learners.

In his study, Zacharias (2004) investigated the beliefs of teachers in Indonesia about the use of the students' mother tongue in learning English. In addition, it explored whether there were discrepancies between the teachers' beliefs and what they claimed to be their classroom practices.

One hundred teachers participated in the study. Sixty percent of the subjects were female and forty percent were male.

The researcher used three instruments, questionnaire, interviews and classroom observation to collect the data.

The aim of the questionnaire was to identify the teachers' beliefs in relation to the use of the students' mother tongue for teaching English, and the extent to which their beliefs were evident in their actual classroom practice.

The interviews and classroom observation were conducted on thirteen teachers teaching in five universities in Central Java, Indonesia.

The aim of the interview was to give the participants an opportunity to elaborate their views about and their experiences in using the students' mother tongue in teaching English. The interview lasted between 15 and 20 minutes and was conducted both in Bahasa Indonesia and English, although most respondents preferred to use English.

The study found out that the participants believed in the judicious use of L1 in the classroom. Most teachers (80%) agreed that the use of L1 had potential benefits, although many of them felt unsure as to how much the students' mother tongue should be used when teaching English.

However, the opinions of those in favor of L1 use varied with regard to the purpose of its use. The three reasons that were most frequently cited were 'explaining new words' (62%), 'checking students' understanding' (55%) and 'explaining grammar concepts' (50%).

The purposes of a study by Al- Taee (2005) "The Influence of teaching a second foreign language on students' pronunciation of the first foreign language" were :

- 1- Identifying the influence of teaching a FL2, i.e., French, on the students' performance and recognition in English when English is taught as a FL1.**
- 2- Identifying the nature of difficulties on the phonological level faced by those students taking a FL2 as compared to those taking a FL1 only.**

A test of three parts has been conducted, following a pilot test. The sample consists of two main groups. The first group which comprises 80 students in the Department of English of the College of Arts who learn English as a first foreign language and French as a second foreign language, and those of the counterpart stages at the College of Education, Ibn Rushd who learn English as the only foreign language.

The same number of students, i.e. 80 makes up the second group which includes pupils of the fourth and fifth years of the secondary school in Iraq, the preparatory stage. Two preparatory schools are chosen for the purpose of the study. The first is the 30th of Tammuz Preparatory School for Girls, and the second is the Central Preparatory School for Boys. The two schools are chosen intentionally. Each provides two types of pupils at each of the two stages chosen, those taking English as a first foreign language and French as a second foreign language, and those taking English as the only foreign language. Both groups are exposed to the same testing techniques that elicit students performance for all parts of the test. The sample of the study is composed of 160 students of both sexes. All took part in the study instrument.

The results of the study showed that the mean score of those who take two foreign languages is higher than that of those who take one foreign language. Also, it showed that there is a negative influence of the second foreign language on the first one.

Moreover, in (2005) Alghazo, tried to study using the students' native language (L1) in the ESL classroom to teach content material. The study emphasized the

importance of using the student's native language in the teaching of content material while they are learning English as a second language (ESL). The study showed that the native language may be used as an auxiliary language to help clarify the content of the textbooks. The study also showed that if both the first and second languages are used then the transition to the English-only classroom will be gradual and less difficult for students who are in the process of learning a second language.

The purpose of the study was to present an overview of the attitudes of some personnel in an ESL program, and to present the ways and strategies used by teachers to facilitate learning content area material by limited English proficient children.

The data used in this study was collected at a school in a town in central Illinois. She chose this school because it has an ESL program, in addition to its native language program. The population of this school is 350 students.

The researcher conducted interviews with teachers and principles where open ended questions were asked. All the interviewees had a positive attitude toward using the native language to teach content material. They all believe that if native language is the means to get the point across then it should be used for instruction, English-only should not be forced in schools.

In addition, teachers allow the use of the student's native language in the classroom to facilitate learning. It gives students self esteem. In addition allowing the use of the native language in the ESL classroom ensures that the students understand the lesson or activity. It is also another means of maintaining the native language at the same time the student is learning the English Language. Hence, the transition from using native language to using English only in the classroom will be gradual and absorbed by the student.

2.4 Summary

This chapter presented Arab and foreign studies which dealt with using the L1 in the L2 classroom.

These studies were classified into two main titles. The first title presented relevant studies concerned with foreign studies. The second title presented literature concerned with Arabic Studies.

Most of the previous studies indicated that the first language can be used in different situations and it has many roles in teaching the second language.

In fact many students usually support the idea of using L1 in the classroom. (Critchley, 1999) and (Burden, 2000).

Also using L1 in the classroom doesn't hinder learning and has a facilitating role to play in the EFL classrooms and can actually help learning (Miles,2004), (Klevberg,2000) and (Alghazo,2005) studies.

Other researchers like (Lin,1990), (Klevberg,2000) and (Tang,2002) agreed to use the first language in teaching grammar vocabulary. But other researchers (Kaneko,1991) and (Burden,2001) agreed to use it to manage class or to relax the students.

In order to clarify or demonstrate the vocabulary in second language or to understand a difficult point , we can use the first language. (Burden,2000), (Abdan,1990), (Chavez,2003) and (Alghazo,2005).

The previous studies can be classified into descriptive and experimental.

The descriptive studies used different instruments, for instance, (Lin,1990), (Kaneko,1991), (Schweers,1999) and (Key,2002) used the audiotape and recording as an instrument in their study.

Other studies used both questionnaire and test like (Al-Faki Ahmed,2002) and (Foudeh,2000). But other researchers like (Tang,2002), (Liao,2006) and (Fernandez,2006) used questionnaire and interviews in their study. Just Alghazo's study used interviews only.

Most of the descriptive studies used the questionnaire as an instrument. Among these studies which used questionnaire to elicit the teachers' and students' attitudes were, (Abdan,1993), (Kaneko,1999), (Wasanasmithi, 1998),

**(Critchley,1999),(Klevberg,2000),(Burden,2000),(Chavez,2003),(Crawford,2004),
(Wang,2007) and Brown,2007).**

The experimental studies pointed to the effect of using the native language or the first language in teaching the second language, used tests as an instrument of the study.

**Among these studies,(Wade-Woolley,1999),(Miles,2004),(Rell,2005),(Chin,2006),
(Chen,2006), (Bacherman,2007), (Ryan,2007),(Bdour,1989),(Al-Absi,1991),
(Abdel-Moneim,1994), (Hamdan and Diab,1997), (Abu Zaid,2003),and
(Al-Taee,2005).**

This study was among these experimental studies which investigated the effect of using the native language (Arabic) in teaching English on the students' achievement.

So, this study is considered as an extension to the previous studies.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

Introduction

The general purpose of this study is to investigate the effect of using native language (Arabic) in teaching English on the achievement of tenth grade students in Bethlehem schools.

This chapter deals with the methodology and the procedures employed in conducting the study. The following sections are presented: 1) the population, 2) the study sample, 3) the instruments, 4) the pilot study, 5) the variables of the study, and finally 6) the statistical analysis used for analyzing its results.

1. Population of the study

The population of the study consisted of all tenth grade students (male and female) at the governmental schools which belong to the Directorate of Education in Bethlehem in the second semester of the academic year (2006/2007). According to the records and registers of the Ministry of Education, the total number of the schools which include Tenth grade was fifty schools, twenty schools for males, sixteen schools for females, fourteen schools for co-education.

The total number of the students who learned "English for Palestine" in the year 2006/2007 was (3367) male and female, (1358) schoolboys, and (1650) schoolgirls, and (359) in co-education schools.

Table (3.1) shows the distribution of the population of the study, number of schools, sections, students and gender.

Table (3.1) Distribution of the population

Gender	Number of schools	Number of sections	Number of students
Male	20	43	1358
Female	16	42	1650
Coeducation	14	14	359
total	50	99	3367

The researcher didn't apply the study on the co-education schools for two reasons, the first was to control the co-education variable, and the second was the number of the students in these schools are few and this affects on the representation of the sample. As a result the study is restricted to the boys' schools and the girls' schools.

2. Sample of the study

The sample of this study consisted of EFL learners at the tenth grade students in the governmental schools in the Directorate of Education in Bethlehem.

The purposive sample consisted of 155 students taken from a population of 3367 students in two different schools. Males were 73 students and females were 82 students from Bethlehem Secondary School Boys and Al-A'wda Girls School. These two schools were selected in this study as a purposive sample due to the following reasons:

- 1) These two schools included more than two sections that the same teacher teaches.**
- 2) Cooperation of the two schools administration and their acceptance of making the experiment.**
- 3) The two teachers' acceptance to apply the experiment.**
- 4) The easiness of reaching the schools.**

Then the researcher assigned the sample of the study from the experimental groups and control groups in both schools randomly by drawing lots.

The sample of the study consisted of 155 students and were distributed as the table (3.2) shows:

Table (3.2) sample distribution according to the school, gender and groups

School	Control Group	Experimental group	Total
	Number of students	Number of students	Number of students
Bethlehem Secondary School Boys	36	37	73
Al-A'wda Girls School	40	42	82
Total	76	79	155

3. Instruments of the Study

To achieve the objectives of the study the researcher constructed two instruments, the first was an achievement test (Appendix 1) in English Language. All the items of the test were chosen from the covered material according to the table of specification prepared by the researcher.

The achievement tests (a pre-test and post-test) were designed to measure the students' achievement of English language components: reading comprehension, vocabulary, grammar and writing. The pre-test was given before applying the experiment and after the application of the experiment the post-test was given on the two units which they were taught (unit eleven and twelve).

The two groups were pre-tested and post-tested using the same English achievement test.

The second instrument was a guide for teachers (Appendix 3) to show them when to use the first language (Arabic) in teaching the instructional material for Tenth Grade that consisted of two units (unit eleven and unit twelve) from the Palestinian Curriculum "English for Palestine".

4. Validation of the test and the guide

The test was given to a jury of English language specialists: seven university PhDs, and eight experienced teachers from the Ministry of Education in order to elicit their views about the accuracy of the achievement test (Appendix 2).

The guide was given to a panel of six English supervisors from the Ministry of Education in Bethlehem and Hebron Districts. (Appendix 4).

Then the test and the guide were reviewed and modified according to the jury's comments, suggestions and recommendations.

5. The Reliability of the test

A pilot study was applied in order to examine the reliability of the test.

The pilot study was conducted on thirty two students (sixteen male and sixteen female) students. The researcher used a test and retest with two weeks period between them. The results were analyzed by using Pearson correlation test. The reliability of the test was (0.91). This meant that the test was sufficiently reliable to be used in the experiment of the study.

6. The study design

The study included one dependant variable and two independent variables.

The independent variables are:

1) The instructional method of two approaches:

- a- The first one is using the native language in EFL classroom (L1+L2).**
- b- The second one is teaching English without using the native language.**

2) The gender of two levels (males and females) students.

The dependent variable is the achievement of the tenth grade students on the achievement test.

7. The statistical analysis

The researcher used two ways analysis of covariance (ANCOVA), the Means and the Standard Deviations.

8. Procedures and Data Collection

- 1. The researcher got a permission letter from the Dean of Research and graduate studies in Al-Quds University to facilitate the work in the schools.**
- 2. The researcher got a permission from the Directorate of Education in Bethlehem for applying the research in the schools.**
- 3. The researcher assigned the population of the study which consisted of all tenth grade students (male and female) students at the governmental schools in Bethlehem District in the academic year (2006/2007).**
- 4. The researcher assigned the purposive sample of the study from Bethlehem Secondary School Boys and Al-A'wda Girls School to apply the procedures of the study.**

The experimental group of the boys' school was grade 10 "B" and the experimental group of the girls' school was grade 10 "A".

The two experimental groups were taught the instructional material by using the native language alongside with English. On the other hand, the control groups were taught the instructional material by using English only.

- 5. The researcher constructed the achievement test and prepared the guide to show the teachers when to use the first language (Arabic) in each period.**
- 6. The researcher accompanied the teachers of the intended sections to explain the aim of the study and to explain the task clearly.**
- 7. The pretest was given in the two chosen schools to the groups at all (experimental and controlled groups)**
- 8. The teachers began teaching the experimental groups by using the first language (Arabic) while the control groups were taught by using English only. The researcher visited the classes and observed the lessons. The study was applied for four weeks.**
- 9. The post-test was conducted for the two groups, control and experimental groups, after the application of the study.**

Summary

Chapter three presented a description of the population and sample of the study. It also presented a description of the procedures of the study and the data collection.

Moreover, the instruments of the study and the reliability and validity procedures of each instrument were explained briefly.

It also included the procedures the researcher followed in administering the study.

Finally, this chapter included the different tables which showed the sample distribution by gender and by group, also the distribution of the population of the study was also shown.

Chapter Four

Results and Discussion

Chapter Four

Results and Discussions

Introduction

The study aimed at investigating the effect of using students' native language (Arabic) in teaching English on the tenth grade students' achievement. In addition, the study aimed to examine the effect of a number of variables (group, gender and the interaction between group and gender)

This chapter outlines the results of the study which would hopefully answer the questions of the study.

The researcher used the means, standard deviations and ANCOVA in order to investigate the hypotheses of the study.

1- Results related to the first question

Is there a statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to teaching technique?

To answer this question, the researcher used the means and the standard deviations for the students' achievements in the pre-test and the post-test as the following table shows (4.1)

Table No.(4.1) Means and Standard Deviation of the Students' Achievement in the pre-test and post-test due to group.

Group		Pre-test	Post-test
Control	Mean	7.7632	19.0789
	Number	76	76
	Std. Deviation	4.3046	8.0412
Experimental	Mean	9.1646	24.8481
	Number	79	79
	Std. Deviation	5.4241	8.2681
Total	Mean	8.4774	22.0194
	Number	155	155
	Std. Deviation	4.9417	8.6306

And in order to know if there is an effect in using the native language on the students' achievement the researcher used analysis of covariance (ANCOVA) as the following table shows (4.2)

Table N0.(4.2) ANCOVA results for the differences in the effect of using native language on the student's achievement in English as a foreign language in the achievement test due to group, gender and the interaction between group and gender.

Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig.
Corrected Model	5110.051	4	1277.513	30.126	0.000
Intercept	6642.147	1	6642.147	156.632	0.000
Before	3622.828	1	3622.828	85.432	0.000
Group	700.249	1	700.249	16.513	0.000*
Sex	3.916	1	3.916	0.092	0.762
Group*Sex	15.942	1	15.942	0.0376	0.541
Error	6360.891	150	42.406		
Total	86623.000	155			
Corrected Total	11470.942	154			

0 Significant at ($\alpha =0.05$).

As the table No.(4.2) shows that (F) between the control and the experimental group is (16.513) and the significant is (0.000) and it is less than ($\alpha =0.05$). This means that there is a difference between the control and the experimental group. Table No. (4.3) shows modified standard means of the students' achievement on the post-test due to their group.

Table No. (4.3) Modified means of the students achievement on the posttest due to the group.

Group	Modified Mean	Std. Error
Experimental	24.137	0.737
Control	19.834	0.753

It is clear from the table No. (4.3) that the modified means of the students' achievement in the experimental group is ((24.137)) and the modified standard means of the students' achievement in the control group is ((19.834)) and this illustrates that the difference on the achievement test was in favor of the experimental group.

This result agrees with the previous experimental studies whether the foreign studies Miles (2004), Bacherman (2007) or the Arabic studies Al-Absi (1991), Abdel-Moneim (1994), Faiq (1995), Hamdan and Diab (1997), Al-Faki Ahmed (2000), Foudeh (2000), Abu Zaid (2003), Al- Taee (2005) and Alghazo (2005).

The results of the first hypothesis indicated that the students' achievement was affected by using the native language (Arabic) in teaching English.

The researcher thinks that the students accept using the native language (Arabic) in teaching English, and this also is due to the fact that using the native language (Arabic) facilitates teaching English as a second language.

2- Results related to the second question:

Is there a statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to gender?

From table No. (4.2) we can see that (F) for the variable gender is (0.092) and the significance level is (0.762), and it's more than ($\alpha = 0.05$) and this means that

there was no significant difference between male and female. So the hypothesis was accepted.

And table No. (4.4) shows modified means of the students' achievement on the post-test due to gender.

Table No.(4.4) Modified Means of the students' achievement on the post-test due to gender

Gender	Modified Mean	Modified Std. Error
Male	22.149	0.774
Female	21.821	0.729

Table No. (4.4) indicates that the modified standard means of the students' achievement for the male was (22.149) and the modified standard means of the students' achievement for the female was (21.821), so the results showed that there was no significant difference between male and female students in the experimental group.

This result agrees with Bdour's thesis (1989) which showed that there were no statistically significant differences between male and female students with respect to literal translation.

The researcher thinks this may be due to the fact that both girls and boys were exposed to similar social and educational environments.

This can be explained that using the native language (Arabic) was effective for both genders, male and female. In addition, the teachers didn't distinguish between male and female students.

3- Results related to the third question:

Is there a statistically significant difference ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to interaction of teaching technique and gender?

The findings of the third hypothesis supported the third hypothesis which indicated that there was no difference of statistical significance at ($\alpha = 0.05$) of

using the native language in teaching English on the students' achievement of the 10th grade due to interaction of teaching technique and gender.

Through going back to table No. (4.2) we can see that (F) for the interaction between group and gender was (0.376), and the significance level was (0.541), and it's more than ($\alpha = 0.05$) and this shows that there was no difference of statistical significance at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to interaction of teaching method and gender.

Table (4.5) shows the modified means of the students' achievement on the post-test due to the interaction between group and gender.

Table No (4.5) modified means of the students' achievement on the post-test due to the interaction between group and gender.

Group	Gender	Mean
Control	Male	20.319
	Female	19.348
Experimental	Male	23.979
	Female	24.294

It is clear from table No. (4.5) the modified standard means of the male student in the control group was (20.319), and in the experimental group was (23.979). Also, the modified standard means of the female students in the control group was (19.348) while in the experimental group was (24.294).

The researcher attributes the reason for this result to that using the native language (Arabic) was profitable for both the female and male groups, and this may be attributed to control the procedures of the experiment for two genders, in such a manner that the same conditions were the same for both groups.

Summary

This chapter has been devoted to the presentation and analysis of the data collected through the achievement test.

The results of each hypothesis were clarified statistically by using the different tables that indicated them.

The results, which were obtained, can be summarized as follows:

The results of the first hypothesis indicated that there was a significant difference at ($\alpha =0.05$) between the experimental and control groups in the achievement test in favor of the experimental group.

The results of the second hypothesis, on the other hand, indicated that there was no significant difference ($\alpha =0.05$) between male and female students in the experimental group.

Also, the results of the third hypothesis indicated there was no difference of statistical significance at ($\alpha =0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to the interaction between the teaching method and the gender.

Chapter Five

Conclusion and Recommendations

Chapter Five Introduction

The study aimed at investigating the effect of using students' native language (Arabic) in teaching English on the achievement of tenth grade students in Bethlehem schools.

The study aimed to examine the effect of a number of variables (group, gender and the interaction between group and gender)

This chapter dealt with the results related to the three following hypotheses of the study:

- 1- There is no statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to teaching technique.**
- 2- There is no statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to gender.**
- 3- There is no statistically significant difference at ($\alpha = 0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to interaction of teaching technique and gender.**

The results of the previous hypotheses were presented as follows:

1- Results of the first hypothesis:

The findings of the first hypothesis didn't support the first null hypothesis, the results of the first hypothesis indicated that there was a significant difference between the experimental and control group in the achievement test in favor of the experimental group.

The results of the first hypothesis indicated that the students' achievement was positively affected by using the native language (Arabic) in teaching English.

This result agrees with the previous experimental studies whether they were foreign such as studies Miles (2004), Bacherman (2007) or Arabic studies such as

Al-Absi (1991), Abdel-Moneim (1994), Faiq (1995), Hamdan and Diab (1997), Al-Faki Ahmed (2000), Foudeh (2000), Abu Zaid (2003), Al- Taee (2005) and Alghazo (2005).

The researcher thinks that the students accept using some native language (Arabic) in teaching English, and this also may be due to the fact that the using the native language (Arabic) facilitates teaching English as a second language. So, the researcher supports using the native language (Arabic) in teaching English.

2- Results of the second hypothesis:

The results of the second hypothesis supported the second hypothesis which indicated that there was no difference of statistical significance at ($\alpha =0.05$) of using the native language in teaching English on the students' achievement of the 10th grade due to gender.

So, the results showed that there was no significant difference between male and female students in the experimental group.

This result agrees with Bdour's thesis (1989) which showed that there were no statistically significant differences between male and female students with respect to literal translation.

This may be due to the fact that both girls and boys were exposed to similar social and educational environments.

3- Results of the third hypothesis:

The findings of the third hypothesis supported that there was no difference of statistical significance at ($\alpha =0.05$) of using the native language in teaching English in the students' achievement of the 10th grade due to interaction of teaching technique and gender.

The researcher attributes the reason for this result to the fact that the using the native language (Arabic) was profitable for both female and male groups, and this may be attributed to the fact that control the procedures of the experiment for two genders are the same.

Conclusion:

Going through chapter five, we can notice the following conclusions of the three hypotheses:-

- 1- There were differences of statistical significance due to the group in favor of the experimental group.**
- 2- There were no differences of statistical significance between male and female students in the experimental group.**
- 3- There were no differences of statistical significance due to the interaction between group and gender.**

The findings showed that students, who were taught through using native language (Arabic) in teaching English, achieved better than those students who were taught English without using Arabic.

So, this study showed that the native language (Arabic) is an effective technique of teaching and has a positive effect.

In fact, the experimental findings of this study agrees with a lot of studies such as Al-Absi (1991) which indicated that there was an effect of using the native language as a method in teaching English as a foreign language on development of students' lexical proficiency. And this study agrees with Abu Zaid's study (2003) which concluded that there was an effect of using the native language in EFL classroom on first secondary students' achievement in Jordan.

In addition, this study agrees with Al-Faki Ahmed's study (2000) which showed that students who are taught through the medium of English and Arabic achieve better results than those who are taught through either English or Arabic alone.

Recommendations:

Taking the results of this study into consideration, the researcher makes the following recommendations:

- 1- EFL teachers should plan to use the students' native language (Arabic) when necessary in their English classes.**
- 2- It would have been better for the researchers to expand this experiment to include not only tenth grade students, but also to include different classes.**
- 3- The Ministry of Education and curriculum planners should include native language (Arabic) in English textbooks from the beginning of the basic stage until the secondary stage.**
- 4- Further studies can be conducted on the effect of the native language (Arabic) in teaching different English language skills, such as reading comprehension, vocabulary and writing separately.**
- 5- A similar study can be conducted in another geographical area in Palestine.**

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Appendices

Appendix (1)

The Achievement Test

Tenth Grade

English Test

Name: _____

School: _____

Reading Comprehension (20 pts)

Read the passage and answer the questions:

Between 1950 and 1980, television became a normal part of family life in many parts of the world. This happened fastest in North America. There, TV quickly became big business and a powerful advertising medium, with around 10 minutes of commercials per hour.

Most people were very happy with their new friend in the corner of the living room, but others began to worry about TV's effects — especially on their children. Many were worried about the amount of advertising. Moreover, they felt that programmes were often violent and encouraged the wrong ideas about life. People also thought that TV was too addictive. They believed that it was having bad effects on social behaviour and family relationships.

Forty families took part in the Denver Experiment and got rid of their TVs for a month. They reported many good effects including a more peaceful lifestyle, more reading, better family communication and more imaginative play. The final result was the strangest one. Although the experiment without TV had many good effects, all the families chose to bring back their TVs at the end of the month.

A Questions: (10 pts)

1. How did TV become an important part for business?

2. What were the good effects of getting rid of TV ?

3. Did the families bring back their TVs after the experiment?

B: What do the underlined pronouns refer to:-

"There" (line 2) refers to

"They" (line 12) refers to

C: Find words in the text that mean the same as these:

1. usual _____

2. rapidly _____

3. particularly _____

4. give up _____

Q2)Complete the sentences with these opposites : (6 pts)

interesting – boring peaceful- violent dependent - independent

1. Babies are completely _____ on their mothers at first, but as they grow, they slowly become more _____.
2. She's got some very _____ things to say on the subject. The film was so _____ that I fell asleep.
3. He shouts a lot but I don't think he's ever been physically _____ towards Nadia. They believe only in _____, non-violent protest.

Q3) Complete the tables with the correct verbs, nouns, and adjectives. (4 pts)

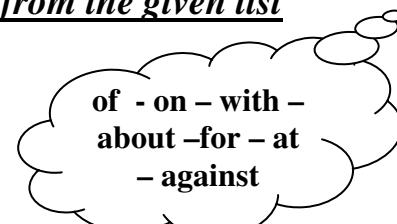
Verb	Adjective
	complete
imagine	

Noun	Adjective
	different
ability	

Grammar: (10 pts)

Q1) Complete the sentences with the correct preposition from the given list : (5 pts)

- 1- It's silly to worry ____ things which are outside your control.
- 2- I attached a photo ____ my application form.
- 3- Did you have a good time ____ the party?
- 4- I think part ____ her problem is that she doesn't listen carefully enough to what other people say.
- 5- The restaurant is well known ____ its friendly atmosphere.



Q2) Change the following statements or questions from direct into indirect speech: (5 pts)

- 1- "I live in Palestine."

He said

- 2- "I have visited Jordan twice."

Salwa said that

- 3- "Where is your sister?"

She asked me

- 4- Does she know Robert?"

He wanted to know

- 5- "Don't play on the grass, boys," she said.

She asked the boys

Writing: (10 pts)

Write on one of the following:

1. Write a short paragraph on the negative effects of TV programmes on children and their activities.
2. Write a story about a past experience you have been through, use these notes:

Grandmother in hospital

Ask me to feed her bird

Clean cage- the cat eat the bird

Didn't know what to say or do

Didn't tell her because she was ill

Look everywhere – buy one same age , same colour

Grandma never knew



★ Good Luck ★

T:Laila Quntar

Appendix (2)

The Committee of judges:

Dr Omar Abu Humos	Al Quds University
Mr. Mohammed Thwabta	Al Quds University
Mr. Jamal Naff'	Al Quds University
Dr Hanna Tushyeh	Bethlehem University
Dr Hazim Najjar	Bethlehem University
Dr Khadir Juma'a	Al Quds Open University
T Suad Al Abed	Al Quds Open University
T Said Al Hasanat	Ministry of Education
T Khalil Abu Rizq	Ministry of Education
T Fatma Al Abed	Ministry of Education
T Siham Sahouri	Ministry of Education
T Rula Qumsya	Ministry of Education
T Khalid Ayish	Ministry of Education
T Khadir Abu Ayyad	Ministry of Education

Appendix (3)

Dear Sir _____

In termination of the requirements for the thesis, the researcher prepared a guide in English language. This guide consists of two units (unit eleven and unit twelve) for the tenth grade students. It shows to the English teachers when and how to use Arabic during the same period.

I'm hoping from the respectable supervisor to check it and to suggest things to be added or deleted.

With great respect,

**The researcher
Laila Al-Quntar**

A guide for the teachers

Unit Eleven

"TV and other media"

Lesson One & Two: Reading

Contents: Academic text: Social studies textbook

Objectives: The students should be able to:-

1. Skim the text for general meaning.
2. Scan the text for specific information.
3. Use context to guess the meaning of the new words.

Using Arabic alongside with English:

Focus:

Explaining what each question requests using Arabic.

Question One: If you and your brother or sister want to watch different programmes,

(إذا أردت مع أخيك أو اختك أن تشاهد برامج مختلفة) what do you do?

Question Two: If you want to live alone on an island (إذا أردت أن تعيش وحيداً على جزيرة)

for a year and you could only take one of the following:

- a) a CD player and a collection of all your favourite music. (مسجل و مجموعة من التسجيلات الموسيقية المفضلة)
- b) a powerful radio to call home (جهاز لاسلكي قوي)
- c) a TV and satellite dish (صحن قمر صناعي) able to receive 100 channels (يلقط 100 قناة)

Question Three: What has changed in the last century? (ما الذي تغير في القرن العشرين?)

(Think of TV and other media - (وسائل أخرى) - radio, newspapers and magazines)

(— and their effects. (تأثيراتهم) If you had been born 100 years ago, what

(لو كنت مولوداً قبل 100 عام، ما الذي يمكن ان would you have known much less about?)

(تكون قلت معرفتك عنه؟)

Before you read:

(2) Describe the photo (صف الصورة) on page 87

Some children are watching television. It's a black and white photo, and the television and the clothes look old-fashioned (موضة قديمة), so it's an old photo.

(3) Look at the title and sub-heading (انظر الى العنوان والعنوان الفرعي) at the top of the text on page 87 and answer these questions.

1. Is the text from, eg, a novel or a short story, or is from a book that gives information? (هل القطعة من رواية أم من قصة قصيرة أم من كتاب يعطي معلومات?)

2. What does the figure (الرقم) 5.1 tell you?

Explain the figure 5.1 → 5: chapter 1: section (the first section in chapter five)
(الجزء الأول من الفصل الخامس)

3. Looking at the chapter title, what might other sections in this chapter be about?

(ما الأجزاء الأخرى التي يمكن أن تكون في الفصل)

Using the title "Mass media in the late 20th century" (وسائل أخرى في أواخر القرن العشرين)

While you read:

Find all the names of people in the text on page 87. (Look for capital letters!)

Find out where they are all from. (جد من أين هم)

Find out what they all chose to do. (جد ماذا اختار جميعهم أن يفعلوا)

To get rid of (يتخلص من) their TVs for a month and see what happened.

After you read:

Say whether these statements are true (T), false (F) or unclear (?) from the text

1. About a sixth of a typical hour of TV consisted of advertising.

(تقريباً سدس الساعة التلفزيونية تتتألف من إعلانات- برامج إعلامية)

2. Adults were less worried about TV's effects on children than on themselves.

(إن البالغين أقل قلقاً على تأثيرات التلفاز على أطفالهم أكثر من أنفسهم)

3. TV's effects worried more people in Denver than in other parts of America. (الناس في دنفر قلقون من تأثيرات التلفاز أكثر من أجزاء أخرى في أمريكا)

4. All the people in the experiment thought that life was better without TV.

(اعتقد كل الناس في التجربة أن الحياة أفضل بدون تلفاز)

5. The researchers expected some families to get rid of their TVs and some to keep them. (توقع الباحثون أن تخلص بعض العائلات من التلفاز وبعضها يحتفظون به)

6. The final result agreed with people's comments during the experiment.

(اتفقت النتيجة النهائية مع تعليقات الناس خلال التجربة)

(9) They had made up (ألف)

(10) 1. the late 20th century (أواخر القرن العشرين)

2. their new friend in the corner (الزاوية)

3. three weeks into the experiment. (التجربة)

4. right through the evening : all the evening

(11) I'd be happy to give up (يتخلص من) TV for a month like the people in Denver.

Cartoon show برنامج كرتوني (صور متحركة)

مسرحية إذاعية أو تلفزيونية Soap opera

Music show برنامج موسيقي

فيلم رئيسي Feature film

Documentary فيلم وثائقي

مسرحية تلفزيونية TV drama

Explaining the meaning through the context.

Commercial: تجاري

Advertising: إعلان

Addictive: إدماني

Behaviour: سلوك

Relationships: علاقات

Get rid of: يتخلص من

Researchers: باحثين

Old fashioned: قديم الطراز

Imaginative: خيالي

Play: مسرحية

Evaluation: to be able to answer the questions.

True or False

Lesson Three: Development

Contents: 1. Summary with key sentences 2. Synonyms- opposites

Objectives: The students should be able to :-

1. Write a summary of the text.
2. Practice using synonyms in sentences.
3. Practice using antonyms in sentences.

Using Arabic alongside with English:

Summary with key sentences: Explain the question in Arabic

Number the key sentences (الجمل الرئيسية) in the correct order.

1. Forty families took part (اشتركت أربعين عائلة) in the Denver Experiment and got rid of (وتخلصوا من التلفاز لمدة شهر) their TVs for a month. (ا زداد التلفاز بشكل أسرع في شمال أمريكا)

2. Between 1950 and 1980, TV grew fastest in North America. (ازداد التلفاز بشكل أسرع في

شمال أمريكا)

3. The final result was the strangest one. (كانت النتيجة النهائية الأغرب)

4. Many people enjoyed TV, but some worried about its effects. (استمتع الكثير بالتلفاز لكن قلق البعض بشأن تأثيراته)

Synonyms المترادفات

Interpret each synonym

Usual: عادي Rapidly: بسرعة Roughly/approximately: تقربياً

Particularly : خاصةً felt unhappy about : قلق بشأن the previous : السابق :

finding out: اكتشاف whole : كامل the day before : الاليوم السابق :

thought that: توقع/ظن

Explaining the word replace (استبدل)

Opposites المضادات

Interpret each opposite

Causes : أسباب parents: الوالدين

Peaceful: مسالم refused: رفض

a little: قليل tiny: صغير

excluding: مستثنىً a few of : القليل من

at the start of: في البداية boring: ممل

Explain the question using Arabic

Complete (أكمل) the sentences with opposites :

1. Too often, parents allow their children to watch too much TV.

(غالباً يسمح الوالدين لأطفالهم أن يشاهدو التلفاز كثيراً)

2. The film starts by a quiet lake in the mountains, and everything is very quiet and _____. But then there's a fight (قتال), which is very_____.

3. The second half of the 20th century , few homes had a TV, but _____ the 1990s,few homes did not.

4. Although _____ the programmes (البرامج) on TV are not very good, _____ them are extremely good (جيدة للغاية). The other 80% of programmes need to try to be as good as these.

5. If the programme is _____,we should just turn it off, or change to another one that is more_____. (إذا البرنامج _____ يجب أن نغله ، أو نغير إلى برنامج آخر)

6. In the early days of TV, screens (الشاشات) were _____ only a few centimeters (ممكن أن نحصل الآن على) across. Now it is possible to get one that is _____,so that you almost feel you're at the cinema!

Evaluation : 1. order the sentences.

2. write a summary of the text.
 3. Find the synonyms and the opposites in the text.
- *****

Lesson Four : Language 1

Contents:

- 1.Prepositions with nouns, verbs and adjectives
2. Reported speech without tense changes
3. Reported speech into tense changes

Objectives: : The students should be able to :-

- 1.Use the correct preposition.
- 2.Change the sentences into reported speech.

Using Arabic alongside with English:

Using grammar reference and explain each preposition in Arabic:

Nouns:

idea about فكرة عن	opinion about رأي عن :	story about قصة عن :
need for: الحاجة إلى	request for: طلب لـ	wish for: أمنية
decrease في : انخفاض	fall in : انخفاض في	rise in: ارتفاع في
amount of : كمية من	cost of: تكلفة	result of: نتائج
difficulty with: صعوبة في	problem of: مشكلة في	trouble of: مشكلة في

Nouns with two possibilities:

جادل عن شيء مع شخص: argument about something with somebody
 نقاش عن شيء مع شخص : discussion about of something with somebody
 أثر شيء على شخص: effect of something on somebody

Verbs:

ask about: يسأل عن	think about : يفكر بـ	worry about : يقلق بشأن
look at: ينظر إلى	shout at : يصرخ على :	smile at : يضحك مع
ask for : يسأل عن	look for: يبحث عن	wait for: ينتظر لـ
listen to: يستمع إلى	reply to : يرد على :	say to: يقول لـ

Verbs with two possibilities:

يقدم طلباً لشخص: apply to somebody for something
 يتحدث مع شخص عن شيء: talk to somebody about something
 يكتب لشخص عن شيء: write to somebody about something

Adjectives:

anxious about : قلق بشأن	sorry about : متأسف بشأن	worried about : قلق بشأن
--------------------------	--------------------------	--------------------------

bad at :	سيء بـ : good at :	جيد بـ : terrible at :
Late for:	متاخر عن: Ready for :	مسؤول عن: responsible for:
afraid of:	خائف من: proud of:	متخلص من : get rid of

bored with: مالل بشأن: disappointed with: مخاب أمله بـ fed up with: ضجر

Clarify the sentences in Arabic:

1. Television became a normal part _____ family life. (أصبح التلفاز جزء من الحياة العائلية)
2. Most people were happy _____ their new friend. (كان اغلب الناس سعيدين بأصدقائهم)
3. Other people began to worry _____ TV's effects. (بدأ الناس آخرون يقلقوا بشأن آثار التلفاز)
4. Many programmes encouraged the wrong ideas _____ life. (شجعت كثيرون من البرامج الأفكار الخاطئة عن الحياة)
5. They believed that TV was having bad effects _____ their children.
6. After discussion _____ a research team, they agreed to get rid _____ their TVs for a month. (بعد المناقشة مع فريق البحث، وافقوا أن يتخلصوا من تلفازهم لمدة شهر)

Reported speech with tense changes: (الكلام المنقول مع تغييرات صيغة الفعل)

Through using the grammar reference and explain how to report the sentences using Arabic:

Dr Scott said, I've been in Jericho since last October, and I feel my work here is useful

Dr Scott said that he had been in Jericho since the previous October, and he felt his work there was useful.

Have been → had been

Last → previous

Feel → felt

Using the examples to explain each rule:

1. 'We think that TV is too addictive,' people said. (نعتقد بأن التلفاز هو مسبب للإدمان)

People thought (that) TV was too addictive. (اعتقد الناس بأن التلفاز كان يسبب الإدمان)

Present simple ---→ past simple Think ----→ thought Is ----→ was
--

الזמן المضارع البسيط يحول إلى ماضي بسيط

2. Ann said, 'I'm enjoying life.' (قالت أن أنها استمتع بالحياة)

Ann said (That) she was enjoying life. (قالت أن : أنها كانت مستمتعة بالحياة)

Present continuous ---→ past continuous Am/is/are + ing ----→ was/were+ ing
--

المضارع المستمر يحول الى ماضي مستمر مستمر

3. 'I think we'll find another place,' she said. (اعتقد أننا سنجد مكان آخر)

(اعتقدت بأنهم ممكّن ان يجدوا) She thought (that) they would find another place.

Will --> would

Shall --> should

Can --> could

, he said. (بدأت القراءة للتو)

قالت انها بدأت القراءة) He said (that) he had started reading.

Present perfect -> past perfect

Has / Have +P.P --> had +P.P

يحوّل المضارع التام الى ماضٍ تام

Has للجمع have للمفرد

(تقول أمي: عمل أخوتي) 5. Amie said, 'My brothers made up a complete play yesterday.'
(مسرحيّة كاملة أمس)

قالت أمي أن عمل إخوتها مسرحيّة كاملة اليومن السابق (Amie said that her brothers had made up a complete play the previous day.)

Past simple- -> past perfect

Made-> had +P.P

يحوّل الماضي البسيط الى ماضٍ تام

Evaluation:

1. Complete with the suitable preposition.
2. Turn the sentences into reported speech

Lesson Five : Writing

Contents: 1. Direct speech and speech marks 2. Direct and reported speech together

Objectives: The students should be able to :-

1. Use punctuation in direct speech.
2. Write a report including a mixture of direct and reported speech.

Using Arabic alongside with English:

Punctuation: direct speech (الكلام المباشر) and speech marks

Dialogue speech (e.g., in a novel) (حوار في رواية)

'Mum wants to join the experiment , ' Lisa said.

نحضر الحوار المباشر بين تصريح

نضع الفاصلة قبل قول المتحدث

Ann said, 'I'm enjoying a peaceful life without TV.'

ممكّن وضع كلمات افتتاح الكلام المباشر في بداية الجملة reporting words

'I'm enjoying a peaceful life without TV,' said Ann.

أو في نهاية الجملة

Evaluation:

1. Putting the correct punctuation

2. Change from reported speech into direct speech.
 3. Writing a report including a mixture of direct and reported speech
- *****

Lesson Six : Listening and Speaking

Contents: 1. Listening for gist. 2. Emphasis for contrast. 3. Deciding what to do.

Objectives: The students should be able to :-

1. listen to the cassette to obtain relevant information.
2. use contrastive stress.

Using Arabic alongside with English:

(1) Making an introduction of the programme types and explain them in Arabic.

1. cartoon show :	برنامـج كرتوني :	2. cookery programme:	برنامـج الطـبخ
3 documentary:	فـيلـم وـثـائـقـي	4 feature film:	فـيلـم رئـيـسي
5. holiday programme:	برنامـج عـطـلـة	6 local community programme:	برنامـج مجـتمـع
برنامـج موـسـيقـي	7 music show:	8 TV drama:	مسـرـحـية تـلـفـزيـونـية
9. sports programme:	برنامـج رـياـضـي	10. the news:	الـأـخـبـار
11. soap opera:	مسـرـحـية إـذـاعـيـة أو تـلـفـزيـونـية		

Going through the TV schedule which shows three channels. (قنوات)

Working in pairs to match the programme titles in the schedule.

Explaining the phrases in the TV schedule in order to help students to match, for example:

<u>The World Today</u> :	الـعـالـم الـيـوـم	All your <u>local</u> news and views:	محـلي
<u>Eating round the World</u> :	الـأـكـل	<u>Theatre Night</u> :	الـمـسـرـح
<u>Match of the Week</u> :	لـعـبـة	<u>Friends and Neighbours</u> :	جيـران
California: the Next Big <u>Earthquake</u> :	زلـزال	<u>Kids' Corner</u> :	زاـوـيـة الـأـطـفـال
Round the World <u>Holiday Ideas</u> :	أـفـكار العـطـلـة		

Space Wars 3: حـربـ الفـضـاء

(2) Explaining that they'll hear Lucy in programme 1

interviewer and Harry in programme 2

Explaining the difficult words, while the cassette is playing.

Programme 1:

Lucy Last week we visited India and made some traditional curry dishes. This week we're going farther east to another very special cooking culture. To Japan, in fact. And I want to start with an introduction to the art of making sushi. أـريـد أن اـبـدا بـقـدـمة عن فـن صـنـع السـوـشـي

As you can see, most sushi basically consists of a piece of raw fish on a larger piece of sticky rice. Different types of fish are used — egg,

too - and when you see a group of sushi together like this, the different colours all look very pretty together. تبدو الألوان المختلفة جميلة مع بعضها

Programme 2:

Interviewer: Harry Blake, you're an adviser to the Government on natural disasters الإعصار القمعي، حكومة الكوارث الطبيعية such as hurricanes, tornadoes, floods — and earthquakes. Harry, what will happen if there's another big 'quake' in California?

Harry Blake: Well, first of all, it isn't a question of 'if'. It's a question of 'when'.

Interviewer: And where, / suppose اقترح.

Harry Blake: Yes, these are the big questions — where and when. If we could answer them, the emergency services خدمات الطوارئ would be able to prepare much better.

Through the explanation of the teacher, the students will identify of the two programmes.

(3) Explaining the question using Arabic:

يضع خطأ تحت البرامح الأربع: They will listen to Kim and Andy and underline the four programmes

Andy: Here are the TV times أوقات التلفاز for this evening. Is there anything you'd like to watch?

Kim : Mm, I'm not sure لست متأكداً Oh, yes, / am. I'd really like to watch Top Pop.

Andy: Hm. So would I, but it on at the same time في نفس الوقت as my special programme — مثل برنامجي الخاص Match of the Week.

Kim : Yes, but it's only Belgium and Switzerland. I don't want to watch that much.

Andy: OK, neither do I.

Kim : And so we can watch Top Pop and then that cookery programme برنامج الطبخ, Eating Round the World.

Andy : Cooking? No, thanks! I'd prefer to watch the holiday programme افضل ان اشاهد برنامج العطلة.

Kim : Well, you can watch Round the World Holiday Ideas and / can watch Top Pop.

Andy : And then what? Space Wars 3? But we've seen that before, of course. And that programme about the next big earthquake in California looks interesting.

Kim : And I want to see Friends and Neighbours — جيران وأصدقاء the best soap on TV!

Andy : Yeah, yeah, yeah! So let's watch your programme first and then watch my programme after that.

Kim : Great! We've managed to agree without an argument! قررنا أن نوافق بدون جدال!

Pronunciation: contrast اللفظ المتناقض

How do the speakers emphasise the contrasts يؤكد التناقض between themselves and their choices?

Underline the strongest words or sounds. ضع خطأ تحت الكلمات الأقوى.

Evaluation:

1. Matching the programme.
2. Underline the four programmes through listening.
3. Underline the strongest words or sounds.

Lesson Seven: Language 2

Contents: 1. Agreeing. 2. Reported speech with modal verbs.

Objectives: The students should be able to :-

1. Agree with someone using (too not either)
(so neither / nor)
2. Turn the sentences into reported speech using modal verbs.

Using Arabic alongside with English:

Agreeing: الموافقة

Through this example, the teacher will use Arabic to explain agreeing.

A: I like watching films on TV.

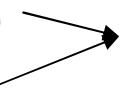
B: I like watching films on TV, too.

Explaining that B agrees with A.

Using Arabic in teaching the phrases of agreeing and shows what's the difference between them.

I am, too (تستخدم في وجود الصفة) أنا أيضًا :  كلاهما تستخدمان في حالة ايجابية

I do, too (تستخدم في وجود فعل) أنا أيضًا : 

I'm not either: (تستخدم في وجود الصفة) وليست أنا :  كلاهما تستخدمان في حالة سلبية

I don't either: (تستخدم في وجود فعل) وليست أنا :

Explaining that in positive state we use : I'm, too I do ,too

Explaining that in negative state we use : I'm not either I don't either

Reported speech with modal verbs:

Using Arabic to clarify the present and the past of the modal verbs.

قدر : – يقدر could

كان ممكناً : – يمكن might

كان يجب أن : – يجب had to: must

يحتاج إلى : -- يحتاج إلى needed to

Explain what the question requests.

Using the example and show the modals and the main verbs besides their forms in the past.

Evaluation: 1. agreeing with somebody.

2. Turn the sentences into reported speech using modal verbs.

Lesson Eight : Integrated Skills

Contents: 1. Identifying TV programmes. 2. Correcting a report. 3. Writing a report.

Objectives: The students should be able to :-

1. listen for specific information.
2. correct the factual mistakes.
3. write a report.

Listening:

Revision of the types of TV programme

Telling the students they are going to listen to three speakers and they identify of TV programme and they appoint the helping words.

Explaining the difficult words while they are listening to the cassette.

Reporter: I'm speaking to you from a meeting of the Friends مقابلة الأصدقاء of Greenwood Hospital, our biggest local محلي hospital. The people here are now discussing a new radio station يناقشوا محطة إذاعة جديدة just for the hospital .

Emma Bell: Shall we move on to today's main subject? هل ممكن أن ننتقل إلى موضوعنا الرئيسي؟

The question is this. Should we start a hospital radio station, or not? Sally North, you're for the project (سالي أنت مع المشروع) and Paul Hill, you're against it. باتل أنت ضده Perhaps you can both give us your ideas. أعطونا أفكاركم Sally, you first.

Sally: Well, I think it's an excellent project مشروع ممتاز. I really feel we should do it as soon as we can.

Paul Hill : Well, I don't agree, I'm afraid. To be honest, I prefer to forget the idea أفضل أن أنسى الفكرة. You see, patients can already listen to lots of radio stations and watch lots of TV channels too يسمع المرضى إلى محطات المذيع ويشاهدو الكثير من قنوات التلفاز أيضاً. I'm not sure they need any more.

Other speaker: Nor am I ولست أنا أيضاً.

Sally: But we can play patients' music requests ممكن أن نعزف طلبات المرضى الموسيقية.

That'll make them very happy, I think.

Other speaker: I do, too. وأنا أيضاً أوافق.

Paul: But listen! I don't think we can do it. I don't think we've got the time to run a radio station all day and half the night! لا اعتقد أن لدينا الوقت لندير محطة المذيع طوال اليوم ونصف الليل.

Other speaker: Neither do I! ولا أنا أوافق!

Sally: But we don't have to. We can just run it for perhaps an hour a day نديره لمدة ساعة في اليوم.

Emma: But I'm not quite sure about one thing. Cost. Let's talk about that. غير متأكدة من التكلفة.

Sally: Sure. I think the answer is to get old equipment cheaply الإجابة أن نحصل على دقيق. اشعر بأنه يجب أن نجريب I feel we must try Mعدات قديمة بشكل رخيص. And I'm sure we can get it if we work hard.

(2) Now read part of the report for the friends of Greenwood Hospital newsletter. Listen again to the discussion النقاش and say whether the report is accurate دقيق Playing the cassette to underline the incorrect phrases and correct them يضع خطأ تحت العبارات الخاطئة

Speaking:

Work with partners. You are a family عائلة at the end of the Denver TV Experiment (تجربة). Decide what you will do with your TV قرر ماذا ستفعل بتلفازك.

Telling the students what to do in the question using Arabic.

Going through the speakers

Mother: You have enjoyed the experience of better communication with your family during the last month استمتعت بتجربة الاتصال الأفضل مع عائلتك خلال الشهر الماضي لقد You feel it would be better for the whole family if everybody agreed to get rid of the TV تشعر بأنه أفضل لجميع العائلة إذا وافق كل فرد بأن يتخلص من التلفاز.

Father: You feel you have to agree with your wife, but you love sport and secretly
تشعر بأن يجب عليك أن توافق مع
you would like to have the TV back in the living room.
زوجتك ، و لكنك تحب الرياضة وبشكل سري تفضل أن ترجع التلفاز إلى غرفة الجلوس.

Child/Children: You have enjoyed the last month in some ways, but it is hard to
accept the idea of life completely without TV and all your favourite programmes
صعب أن تقبل فكرة الحياة بدون تلفاز وبرامجك المفضلة بشكل كامل

Writing:

Briefly report to the class what your family decided to do and why. (Use reported speech.
باختصار انقل للصف ماذا قررت عائلتك أن تعمل ولماذا استعمل الكلام المنقول.
Write your family report اكتب تقرير عائلتك to the Denver research workers. Report what you decided to do and why.
انقل ماذا قررت ولماذا

Evaluation:

1. Correcting the mistake in the report through listening.
2. Discussion of their answers about TV experiment.
3. Writing a family report using reported speech.

Unit Twelve

"Home and away"

Lesson One & Two: Reading

Contents: School magazine interview

Objectives: The students should be able to :-

1. Focus on the topic of school life in different countries .
2. Scan the interview for specific information.
3. Guess the meaning of the new words.

Using Arabic alongside with English:

Explaining the word away : living of travelling away from home بعيدا عن وطنه

Focus:

1. Report what Michiko said about school life in Japan انقل ماذا قالت متشيكو عن حياة المدرسة في اليابان
2. Report what the text said about the exam systems in France and Germany and in Britain. انقل ماذا قال النص عن أنظمة الامتحان في فرنسا، ألمانيا وبريطانيا
3. Explain any similarities or differences with school in Palestine. اشرح وجه الشبه والاختلاف مع المدارس في فلسطين

Similarities : Students in both Palestine and Britain have to make choices يدرسوا مواد أقل at the age of 16 and study fewer subjects after that.

Differences : In Palestine, students are 16 in year 10 where as in Britain they are 16 in year 11 because they start school a year earlier لأنهم يبدأوا المدرسة مبكراً مختلف بشكل كامل. The system in France and Germany is completely different بسنة.

Before you read:

Explaining what the question requests in Arabic.

Look at the unit title عنوان الوحدة above and the picture on page 95 and answer these questions:

1. Does Waleed seem to be at home or away from home? هل يبدو وليد في وطنه او بعيدا عنه؟
2. Where do you think he is? أين هو في اعتقادك؟
3. Why do you think he might be there? لماذا محتمل أن يكون هناك؟
4. Read what the people in the picture are saying and look at the text. What connection might there be? ما العلاقة المحتملة؟

While you read:

1. What are the full names الأسماء الكاملة of the people who are speaking to Waleed in the picture?
2. Where does this text come from?

After you read:

1. How is the end of your school year different from the end of the school year at Manchester Park? كيف تختلف نهاية سنتك الدراسية في فلسطين عن السنة الدراسية في مانشستر بارك؟
2. What was the weather like in Manchester that week compared with the weather in Jericho? كيف كان يبدو الطقس في مانشستر في ذلك الأسبوع مقارنة مع طقس أريحا؟
3. What, to Rob, seemed a) easier and b) harder about the Palestinian school week? ماذا بدا لروب أ) أسهل ب) أصعب عن أسبوع المدرسة الفلسطينية؟
4. Speaking about the future, what did Waleed say he did not know? What did he feel sure about? ما الذي شعر به؟

Say what these words and phrases mean: ماذا تعني العبارات التالية؟

mid-July : the middle period of July

Changing the subject: talking about a different topics: تغيير الموضوع

everyday life :typical daily life: الحياة اليومية

I can't really say : I don't know: لا استطيع القول

in our hearts: in our deepest feelings

Explaining the meaning through the context.

Get on : ينسجم مع : في الوقت المطلوب: Lunch hour: ساعة الغذاء:

tough: صعب: Everyday: يومي: independent: مستقل، معتمد على نفسه:

State: ولاية identity: هوية serious: جديًّا

Evaluation: 1. Report what others said

2. Describing the picture.

3. Answering the questions.

Lesson Three: Development

Contents: 1. Summary Report. 2. Compound words & opposites

Objectives: The students should be able to :-

1. write a report of the interview.
2. use compound words and opposites.

Using Arabic alongside with English:

لتشكل فقرة لتشكل فقرة ملخصة بشكل كلام منقول

Clarify each question using Arabic. Using the text to answer the questions:

1. How and when had Waleed met (قابل) Jenny?
2. How had they got on, and what had happened after that?
3. What part of life did he go on to compare? أي جزء من الحياة استمر بمقارنته؟
4. What was the difference in the school day?
5. What was the difference in the school week? ما الفرق في الأسبوع المدرسي؟
6. What did he move on to discuss after that? إلى ماذا انتقل ليناقشه بعد ذلك؟
7. What two things did he feel about everyday life in Palestine? الحياة اليومية في فلسطين؟

Vocabulary : Compound Words : الكلمات المركبة

Use the underlined words to form compound adjectives and add the necessary noun.

استعمل الكلمات التي تحتها خط لتكوين صفات مركبة وأضف الاسم الضوري.

اذهب إلى المدرسة ستة أيام في الأسبوع.

لدي ستة أيام أسبوعياً.

نستخدم a + Singular

المتعاكسات

Give the meaning of each opposite

Ordinary : عادي

host: مضيف

similarities: تشابهات

Past: ماضي

destroy: يدمر

dependent: معتمد

funny: مضحك

Helping students to complete the sentences with the correct opposite:

1. If we learn what happened in the _____ it may help us to make fewer mistakes in the _____. إذا تعلمنا ماذا حصل في ----- يمكن أن يساعدنا لنعمل أخطاء أقل في-----.

2. Babies are completely _____ on their mothers at first, but as they grow, they slowly become more _____. الأطفال ----- بشكل كامل على أمهاتهم، لكن عندما ينموا يصبحون-- --

3. He never smiles and always looks _____. but then he suddenly says things that are so _____ that people can't stop laughing. لا يتسم أبداً ويبدو دائماً ----- لكن فجأة يقول أشياء ----- والناس لم يتوقفوا عن الضحك.

4. The fire _____ the whole area, but city planners have _____ an interesting design for a new shopping centre.

النار ----- كامل المنطقة، لكن مخططى المدينة ----- تصميم رائع لمركز التسوق الجديد.

5. Omar is a very good _____ when he has a party. حفلة. He always makes sure that all his _____ enjoy themselves.

6. Today is just an _____ day with all the usual lessons دروس عادية but tomorrow is going to be _____ because we're going to have an end-of-year part حفلة آخر السنة

Evaluation:

1. Writing a summary.
 2. Form Compound nouns.
 3. using the opposites in sentences.
- *****

Lesson Four: Language 1

Contents: 1. Reported Questions. 2. Reported Requests.

Objectives: The students should be able to :-

1. Turn the questions into reported speech.
2. Use the correct reporting verbs.

Using Arabic alongside with English:

Reported Questions: الأسئلة المنقولة

Using the examples and explaining them in Arabic.

1. We asked him, 'Are you enjoying the weather in Manchester?' (Yes /No question)

We wanted to know if he was enjoying the weather in Manchester!

Yes / No Questions -----→ If / Whether

Present----→ past

2. 'What is Palestine like?' we asked.

We asked what Palestine was like.

Wh- questions ----→ Wh

Present ----→ past

Explain the question :

Put these questions into reported speech. Report with the underlined words.

ضع الأسئلة في حالة الكلام المنقول، ابدأ بالكلمات التي تحتها خط.

كيف قابلت جيني وعائلتها؟ Jane asked

Jane asked how he had met Jenny and her family.

Did ---→ past perfect (had + p.p)

Reported Requests:

Explain each rule.

1- 'Waleed, can we talk to you?' Rob said.

Requesting permission to do something (الطلب إذن لفعل شيء). Use ask infinitive الفعل + يسأل المجرد

2- 'Could you do an interview for the school magazine?' Jane said.

Requesting others to do something (الطلب من الآخرين عمل شيء ما). Use ask / want + object المفعول به + infinitive.

3- 'Yes, that's fine with me,' Waleed said.

Agreeing to do something (الموافقة على فعل شيء ما). Use agree + infinitive.

4- 'Would you like to visit England?' Dr Scott said.

Inviting someone to do something (دعوة شخص ليفعل شيء). Use invite object + infinitive.

5- 'Make sure you write to us from Jericho,' Jane said.

Instructing others to do something (الطلب من الآخرين عمل شيء). Use tell / ask /want + object + infinitive.

6- 'We'll put your letter in the next magazine,' Rob said.

Promising to do something (الوعد بعمل شيء). Use promise+ infinitive.

Evaluation:

1. Putting the questions into reported speech.
 2. Work Book
-

Lesson Five: Writing

Contents: 1. Formal letter format. 2. Writing a formal letter

Objectives: The students should be able to :-

1. Identify of the layout and conversations of a formal letter.
2. Write a formal letter.

1

15 East Road
Salford
Manchester
M334DW
8July20...

2

The British Tourist Authority

Thames Tower

Blacks Road

London

W69EL

3

Dear Sir/Madam

Tourist information

4

The Manchester Information Centre has suggested that I should contact you for general tourist information on London.

5

I would be grateful if you could send me at the above address some leaflets and brochures on the capital. In addition, could you include a programme of events in London this month?

6

I am a high-school student from abroad, and I know my school would like to have some posters of Britain. I would therefore be very happy if you could also let me have some posters of London and the regions.

As I expect to travel to London in ten days from now, I look forward to hearing from you in the near future.

Yours faithfully

W Yassin

Waleed Yassin

8

7

Using Arabic alongside with English:

Question 1: Explain each point in the letter through giving an example.

اكتب عنوانك وتاريخ اليوم على الجانب العلوي الأيمن.

فمة الجهة If you know the receiver's name, اسم المرسل له, write it near the top on the left اليسرى.

3. Start the letter with one of these:

اذا كنت تعرف الاسم ابدأ الرسالة بكلمة Dear+ الاسم (if you know it) Dear

Dear Sir/Madam (if you do not know the name).

إذا كنت لا تعرف الاسم ابدأ الرسالة بكلمة Dear Sir/Madam

4. Write a clear subject line. موضوع الرسالة This helps the reader.

5. Explain the purpose of the letter. هدف الرسالة

اكتب كل فكرة منفصلة في فقرة.

6. If you want the reader to do something, request action in the last paragraph إذا أردت

من القارئ عمل شيء ما، اطلب العمل في الفقرة الأخيرة.

7. Finish appropriately. If you know the person's name, end with Yours sincerely; if you do not know the person's name, end with Yours faithfully. انهي بشكل ملائم، إذا كنت تعرف اسم الشخص انهي بعبارة

Yours sincerely

اما إذا كنت لا تعرف اسم الشخص انهي بعبارة

Add your signature, and then your name written clearly below.

أضف توقيعك ثم اسمك بشكل واضح تحت التوقيع.

Question 2:

Imagine that you have to do a project about the work of the UN Programme of Assistance to the Palestinian People. تخيل أن عليك أن تكتب عن عمل برنامج الأمم المتحدة لمساعدة الشعب الفلسطيني.

Write a letter asking for information e.g., leaflets or recent reports تقارير حديثة to help you.

Evaluation:

Writing a formal letter.

Lesson Six: Listening and Speaking

Contents: 1. Listening for gist and detail. 2. Friendly intonation. 3. Making choices.

Objectives: The students should be able to :-

1. Listen to a telephone conversation and note the important details.
2. Use friendly intonation.
3. Practice getting and giving travel information.

Using Arabic alongside with English:

Listening:

Explaining what the students are going to hear using this introduction.

{ Jenny is phoning to find out about times and prices for transport } جيني تهافت لتجد أوقات واسعار المواصلات من曼شستر الى لندن.

Explaining the question using Arabic

1) Listen to Part 1 of Jenny's phone conversation Say who she/ أي من التالية تريد ان تعرف speaking to and tick which of these she wants to know about. عنها

Play the cassette and explain the difficult words in the conversation between Jenny and the salesperson.

Part 1

Salesperson: Good morning. National Express Ticket Office. How can I help you? .. مكتب تذاكر

Jenny: Hello. I need some information about bus times and fares please. أجور.

Salesperson: Certainly Where are you travelling from and where to?

Jenny: From Manchester to London. من مانشستر إلى لندن.

Salesperson: Right. Manchester to London. And is that one-way or return? تذكرة وحيدة الاتجاه أو تذكرة ذهاب وإياب؟

Salesperson: And how many people are travelling?

Jenny: Three.

Salesperson: All adults, or are there any children? بالغين، أو هنالك أطفال؟

Jenny: There's my mother, and then my friend and myself, and we're fifteen.

Salesperson: Oh, well, you're lucky. As you're under sixteen, you can travel as a child, and that's half price. محظوظ نصف السعر

Jenny: That's good!

2) Listen to Part 2 and note these details. Work out the total cost of the fares.

Part 2

Jenny: So how much will it cost? كم ستكلف؟

Salesperson: That depends on يعتمد على the day you travel- and the time of day, too.

Jenny: Is it fairly complicated then? معقد؟

Salesperson: I'm afraid so. Tell me, what date are you going to travel?

Jenny: On Thursday, the seventeenth of July

Salesperson: And when are you returning?

Jenny: A week later - on Thursday July the twenty-fourth.

Salesperson: Outward نحو الخارج on Thursday the seventeenth, and return on the twenty-fourth. Good. Now, would you like to travel in the morning?

Jenny: Yes, I think so. What are the departure times? أوقات المغادرة؟

Salesperson: The first one is quite early, but it's very cheap. رخيصة. It's only seven pounds.

Jenny: That's really cheap! What time does it go?

Salesperson: At six fifteen السادسة والربع. Would you like to go on that one?

Jenny: Mm, I don't think so. It's really early. We would have to get up at four-thirty.

Have' you got any cheap fares on later buses? هل لديك أجور رخيصة على باصات متأخرة؟

Salesperson: I'm afraid not. Sorry! Anyway, the next one departs at eight fifteen يغادر تمام الساعة الواحدة والربع ويصل تمام الساعة الثامنة والربع 'and it arrives at thirteen fifteen, تمام الساعة الثالثة والربع Jenny: That sounds good.

Salesperson: Then there's one at ten oh five 10:05, which gets in at the third and fifteen oh five 15:05 العاشرة وخمس دقائق، الثالثة وخمس دقائق

Jenny: I think that's a bit late. I think the earlier one is a little bit better. Let me take down the details. Departs at quarter past eight 8:15 ... and arrives at quarter past one 1:15. What about the return trip? We'd better leave later أفضل نغادر متأخرین في اليوم.

Salesperson: That's on Thursday the twenty-fourth of July, isn't it? Well, there's a bus at fifteen hundred 15:00 and that gets in at twenty oh five 20:05.

Jenny: (writing) Departs at three pm. Arrives at five past eight.

Salesperson: And there's one at nineteen hundred 19:00, and that gets in at twenty-three forty-five 23:45 السابعة عشرة إلا ربع

Jenny: Quarter to midnight! No, that's too late. I think the earlier one would be much better.

Salesperson: All right. So let me check again. The outward trip is on the eight fifteen, arriving at thirteen fifteen. And the return trip is on the fifteen hundred, which gets back to Manchester at twenty oh five.

Jenny: That's right. And what about the prices now؟

Salesperson: Yes, of course. For your mother it's fifty-three pounds return, and for you and your friend it's just twenty-six pounds fifty each.

Jenny: One ticket at fifty-three pounds and two at twenty-six fifty Thanks.

Salesperson: You're very welcome.

3) Pronunciation: **اللفظ**

Illustrating the question using Arabic.

Listen. Which way of speaking sounds more friendly and helpful? Tick Box a or Box b. أي طريقة كلام تبدو ودية ومساعدة؟

Play the cassette and choose the friendly way a or b

Speaking: Making Choices عمل خيارات

4) Explain that the students will listen to the parts 1+2 again and tick the expressions they hear.

5) First, make up bus timetables with three or four times from your nearest big bus station to two cities in other parts of Palestine. اعمل جدول للباص بثلاث أو أربع أوقات من اقرب محطة باصات في مدینتين في فلسطين

After explaining the question, the teacher will make an example with the students on the board. Then the students will work in pairs to make a bus timetable.

6) Now take turns as a bus ticket salesperson and an English-speaking visitor. Use the bus timetables. The salesperson should be very friendly and helpful. قم بادوار لشخص بائع. تذاكر باص وزائر انجليزي

Evaluation:

1. Writing the notes through listening.
2. Tick the friendly intonation through listening.
3. Role- play

Lesson Seven: Language 2

Contents: 1. I think so/ I'm afraid not. 2. Phrasal verbs with get 3. Intensifiers with adjectives and adverbs

Objectives: The students should be able to :-

1. Use phrases ending in so and not.
2. Use the correct phrasal verb.
3. Use the intensifiers in sentences correctly.

I think so / I'm afraid not

Using Arabic alongside English:

Use this example.

A: Would you like to go to London?

B: Yes, I think I would like to go to London.

B's reply is unnecessarily long.

ليس بالضروري أن يكون الرد طويلاً ممكناً أن تكون الإجابة أقصر.

(1) Using the examples in the book.

1. TS Would you like to travel in the morning?
J Yes, I think so.
اعتقد ذلك
2. TS Would you like to go on that one? I
J I don't think so.
لا اعتقد ذلك
3. J Is it quite complicated then?
TS I'm afraid so.
4. J Have you got any cheap fares on later buses?
TS I'm afraid not.

I'm afraid so/not is a way of saying sorry (3,4).

sorry هي طريقة للقول أسف

I'm afraid not (4) is the usual form with other verbs:

هي صيغة أخرى لافعال أخرى مثل I'm afraid not

أظن ذلك I hope so أتوقع ذلك I believe so أمل ذلك I expect so I suppose so
لا افترض I hope not لا أعتقد I believe not لا أتوقع I expect not I suppose not
The students will work in pairs to answer the questions, and the teacher explains the difficult words in the questions.

Phrasal verbs with get'

(2) Read the examples and add the phrasal verbs to the definitions
التعريفات الافعال المركبة to the definitions
The students read the examples and the teacher illustrates the meaning.

1. Did you get on well? ينسجم : be friendly with another person, without problems or arguments
 2. We would have to get up at four thirty. يستيقظ : get out of bed and put on one's clothes.
 3. That bus gets in at 23.45. يصل: arrives the usual place to stop, eg, a train at a station or a person at work
- The students will match the definitions with the suitable phrasal verb.

(3) Then they complete the sentences with the correct phrasal verbs.

1. I'm afraid Mr Nixon isn't in the office yet. ليس في المكتب بعد. He always..... at 9.30.

2. We had to leave early, so everyone..... at 6.00.

3. They have the same interests, نفس الاهتمامات so they. quite well.

4. If the roads aren't too busy, the..... bus in ten minutes' time. ~

Intensifiers with adjectives and adverbs المكثفات مع الصفات والظروف

(4) Look at Wlaleed's interview on page 95 and find three examples of intensifiers.

Using the text to find the intensifiers

Very- extremely-much

(5) Listen again to Part 2 of Jenny's conversation محادثة with the person at the bus company and find eight more examples.

Play the cassette of Jenny's conversation and stop the cassette after each section to write the intensifiers.

(6) Say what you are good at and not so good at. قل بماذا أنت جيد بـ وليست ماهر بـ

Use quite, very, really or extremely.

(7) Say what you can do better than a year ago. قل مادا أنت بإمكانك أن تفعله بشكل أفضل
بالمقارنة مع سنة ماضية.

Use a bit, much, a lot, quite a lot or far.

Evaluation:

1. Writing what they think using the phrases ending so/ not

2. Writing sentences using the phrasal verbs.

3. Writing sentences using the intensifiers.

Lesson Eight: Integrated Skills

Contents: 1. Finding out about and deciding what to do in London
2. Reporting decisions.

Objectives: The students should be able to :-

1. Scan the descriptions for specific information.

2. Write notes through listening.

3. Write a short report.

Using Arabic alongside English:

(1) The teacher will ask the students if they know about London.

Bring the map and some pictures of London.

The students will read the things to see and do in London silently and match the photos.

The teacher explains the new words through the context.

Screen: شاشة 3D ذو ثلاثة أبعاد Palace: قصر

Experience: خبرة Prison: سجن

(2) Note What Waleed, Jenny and her cousin Sally are going to do tomorrow- and in what order.

Play the cassette to write where (Waleed, Jenny and Sally) are going to go in order, and explain what they hear using Arabic when necessary.

Jenny: I'd love to go up the river by boat to Hampton Court Palace. قصر They say the Palace and gardens قصر وحديقة are beautiful.

Sally: But if we did that, we couldn't do anything else all day.. لا نقدر أن نعمل شيء آخر؟

I think we should do something else اعتقد انه يجب أن نعمل شيء آخر What would you like to do, Waleed?

Waleed: I'd really like to go to the Science Museum and the Natural Historial Museum متحف العلوم والمتاحف التاريخي الطبيعي

Jenny: But that's two museums, one after another . I'd prefer to go to one of them أفضل أن نذهب لإحداهما and then do something different. Why don't you choose just one?

Waleed: Well, let's go to the Natural History Museum. I want to see those huge dinosaurs. الديناصورات الضخمة

Sally: All right, so we've chosen one thing. We can go there first in the morning.

Jenny: We must go on the London Eye. Then we can see the whole of London. جميع

Sally: That's a good idea, but we can do that in the evening because it stays open till تبقى مفتوحة حتى الثامنة مساءً

Jenny: Yes, you're right, Sally. So what about the afternoon? We could go to the Tower of London. برج لندن

Sally: Good idea. فكرة جيدة

Waleed: Fine, but how about the BFI cinema? The guidebook الدليل says the screen is twenty metres high. That sounds amazing!

Sally: We could go to that in the evening if we finish at the London Eye before eight. The last film starts at eight fifteen.

Jenny: Can we find out what they're showing?

Sally: I've got a list of the films here. Look, the last film is Mysteries of Egypt الطقوس المصرية What do think?

Jenny: I think that sounds quite interesting. إلى حد ما ممتعة

Waleed: Yes, I think so, too.

Sally: Good. Well, we've certainly got a busy programme for tomorrow. We'd better get a good night's sleep!

Speaking: Work in small groups. Decide قرر what you are going to do in London and in what order. "

The teacher divides the class into groups to answer this question orally.

Writing: Write a short report of your discussion and decisions for your diary.

اكتب تقريراً قصيراً لمناقشتك وقراراتك لمفكرتك

Evaluation:

1. Matching the photo with its description.
2. Making notes through listening to the cassette.
3. Writing a short report.

Appendix (4)

The Committee of judges of the guide:

The guide was judged by a committee of English supervisors in Bethlehem and Hebron Districts.

Sheraz Sobh at Bethlehem District.

Rula Khalil at Bethlehem District.

Luna Alshatla at Bethlehem District.

Mhmoud Tmeiza at Hebron District.

Abdulrahman Makhamreh at Hebron District.

Mohmmmed Abdulrahman NSSAR at Hebron District.

In addition, a headmaster of a school judged the guide: Mr. Said Al-Hasanat and a teacher : Mr. Jawad Al-Zughair