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MA in Applied Linguistics

**L1 in EFL Classrooms: Teachers and Students' Use and
Perceptions**

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Abstract

This research study investigated EFL teachers and students' use of L1 (Arabic) in the Department of English Language and Translation at King Saud University. The purpose of the study was threefold: (1) to find out how much L1 (Arabic) is being used, if any, and for what purposes, (2) to gain insights into the teachers and the students' beliefs and attitudes about the use of L1 (Arabic) in EFL classes, and (3) to report how much of the teachers' and students' perception with regards to L1 use in EFL classes is actually reflected in their classroom practices. 30 teachers and 120 students from the Department of English Language and Translation (DELT) in the College of Languages and Translation (COLT) at King Saud University (KSU), Saud Arabia, agreed to participate in this study. Data collection methods included classroom observation, audio recordings of the teaching sessions, and two structured questionnaires: administered to teachers and students. Data analysis procedures included a) orthographic transcription of the audio recordings followed by qualitative analysis to identify episodes of L1 (Arabic) produced by the teachers and/or the students, and b) statistical analysis of the data obtained from the questionnaires (descriptive and inferential).

Results revealed that, except for one teacher, neither the observed teachers nor the students used L1 (Arabic) in their EFL classes. The one teacher who used L1 employed it for a range of functions. As for the participants' perceptions towards L1 use in EFL contexts, it was found that the participants, teachers and students, held some contradictory views regarding how much L1 should be used in EFL classes, for what purposes, and what effects use of L1 has on learning the L2. Furthermore, results showed substantial differences between what the participants say they do in class and what they actually do, but not between teachers and students.

TABLE OF CONTENTS

1	Introduction	1
1.1	Overview of the topic	1
1.2	Significance of the study	5
1.3	Research questions	5
2	Review of Literature	7
2.1	Introduction	7
2.2	Practices versus beliefs and attitudes in EFL teaching	8
2.3	Empirical studies on L1 in EFL classrooms.....	9
2.3.1	Use of L1 in EFL classrooms.....	9
2.3.2	Beliefs and attitudes of teachers and students concerning use of L1 in EFL classes.....	16
2.3.3	Studies in Arabic contexts of use of, and attitude to, L1 in EFL classes.....	21
2.4	Chapter summary and conclusion	24
3	Methodology.....	26
3.1	Introduction	26
3.2	Research design and rationale	26
3.3	Methodology of the study	27
3.3.1	Context and participants	27
3.3.2	Instruments for data collection	29
3.3.3	Procedures for data collection	34
3.3.4	Procedures for data analysis	36
3.4	Chapter conclusion.....	42
4	Results and Discussion	44
4.1	Introduction	44
4.2	Objectives of the study.....	44
4.3	Results	45
4.3.1	L1 use in EFL Classrooms in our context.....	45
4.3.2	Participants' perceptions about L1 use in EFL classrooms	58
4.4	Discussion	70

4.5	Chapter conclusion.....	73
5	Conclusion.....	74
5.1	Summary of the study and its key findings.....	74
5.2	Implications for L2 pedagogy and teacher education.....	76
5.3	Limitations of the study.....	77
5.4	Suggestions for further research.....	78
	References.....	80
	Appendices.....	86
	Appendix A.....	86
	Appendix B.....	88
	Appendix C.....	91
	Appendix D.....	94
	Appendix E.....	96
	Appendix F.....	98
	Appendix G.....	108

1 INTRODUCTION

1.1 OVERVIEW OF THE TOPIC

The use of the mother tongue (L1) in second or foreign language (L2) classrooms has received considerable scrutiny over the past three decades. Many research studies have investigated the role which L1 plays, whether positive or negative, in learning and teaching a second or a foreign language (Khan, 2016; Sali, 2014; Bruen & Kelly, 2014; Mohebbi & Alavi, 2014; Storch & Aldosari, 2010), while others have researched teachers' and students' perceptions, aiming to gain insight into how L1 use is conceptualized by those involved in the teaching/learning process (Yıldız, Yeşilyurt, & Karabekir, 2017; Debreli & Oyman, 2015; Tamimi Sa'd & Qadermazi, 2015; Yavuz, 2012; Tsukamoto, 2012). The findings of these studies suggest that using L1 judiciously in EFL classes yields many positive outcomes on the cognitive, affective and psychological levels, and that teachers and students acknowledge the value of L1 in L2 classes. However, there remains much speculation about what roles to assign to L1 in L2 classes. I next present brief background accounts of how this issue has figured both in theories of language learning and methods of language teaching.

1.1.1 L1 versus L2 in theories of language learning

In general, researchers on second language acquisition (SLA) support maximum L2 exposure (monolingual approach) in the second language (L2) classroom (Alrabah *et al*, 2016). A key rationale for using only the target language in the classroom stems from the belief that successful students who learn foreign languages employ the same strategic methods as they do in acquiring their first languages. Therefore, the use of L1 in L2 classes should be kept to a minimum (Alshammari, 2011).

A leading advocate of such an English-only policy in EFL classrooms is Krashen, who argues that effective language learning occurs through the provision of large amounts of “comprehensible input” in the L2 (Krashen, 1985). Krashen claims that language acquisition happens when learners are presented with meaningful target language that is one level above their current linguistic knowledge of that language (i+1). Accordingly, language learning in the classroom will be more successful if learners are provided with ample exposure to L2 input at that level (Littlewood & Yu, 2011; Pinter, 2006; Crawford, 2004; Ryan, 2002). This view was realised in the EFL teaching method named the Natural Approach (Richards and Rodgers, 2001).

Complementing “the comprehensible input hypothesis” of Krashen is “the comprehensive output hypothesis”. This proposes that when language learners are "pushed" to speak or write at a level just a little beyond their current capability, they are confronted with gaps in their linguistic knowledge which they become aware of and work on to try to fill. In this way they modify their output to learn something new (Mitchell *et al.*, 1998). Clearly this will only occur when the learner's attempted production is in the L2 not L1. If teachers engage with their students in discussion using L2 rather than L1, then the opportunity is created for learners to produce comprehensible output and negotiation of meaning will occur when gaps are noticed (Satchwell, 1997; Miles, 2004). If teachers, however, engage with students primarily in L1, this will not occur.

A limited use of L1 in EFL classes finds support from Long’s "interaction hypothesis" (1996), which focuses on the role of interactive aspects in second language acquisition. If interaction in L2 is attempted, between learners, or between learner and teacher, for example, opportunities for learning inevitably occur where a learner makes a mistake or cannot find the words to say what they want to say. L1 can play a role in "negotiating" meaning when such

problems arise, for example when one interlocutor supplies or explains meanings of new words, and so extends such interactions.

According to Vygotskian Sociocultural theory of mind (SCT) (Lantolf, 2000), language is not just a means of communication but also a psychological tool to be used in developing the cognitive processes of a learner. In this approach, L1 can again provide learners with cognitive support in performing L2 linguistic tasks specifically by "mediating" learners' understanding. An example is learners talking in L1 to each other as they try to master some materials related to learning tense and aspect distinctions in L2 English (Harun et al., 2014). Thus, in Vygotskian sociocultural theory, L1 can be "a tool of thought" and in this function its use in L2 settings is justified since it aids learners learning in their "zone of proximal development" (De La Campa & Nassaji, 2009; Lin, 2015; Macaro, 2001).

L1 therefore in some SLA approaches plays a potentially beneficial role both as a cognitive learner tool and as a tool supporting interaction in EFL/ESL classes (Abdel Magid & Mugaddam, 2013). It can also appear in other functions such as classroom management, teacher delivery of instructions or scaffolding material before learners engage in L2 language activities (e.g. pre-reading), checking comprehension, etc. (Meyer, 2008) (see further 2.3).

The discussion above has attempted to review the core theoretical views about the relative value of the use of L1 versus L2 in EFL classrooms. This constitutes essential background to understanding our current investigation, which will find out about the extent of use of L1 and L2 in EFL classrooms in our chosen context, including the different functions or purposes for which L1 is used. Although it is beyond the scope of the current study to investigate the actual learning benefit of whatever pattern of use is uncovered, it may be concluded from the review above, there is no consensus among theories or approaches to language learning as to what is indeed the ideal practice in this respect (see further chapter 2.3).

1.1.2 L1 versus L2 in teaching methods

During the history of language teaching, L1 use, or lack of it, has also been a hallmark of a number of teaching methods and approaches, not always with much connection to the SLA theories reviewed above. In the Grammar Translation Method, the role of the mother tongue of a homogenous group of people in the language classroom is seen as vital and inevitable. Texts in the target language (L2) are translated into the source language (L1); word equivalents are given in L1 to ensure maximum vocabulary retainment, and the language used in classes was the students' native language (Richard & Rodgers, 2001).

In the Direct Method, by contrast, L1 use is banned. Instead, attention is directed to the spoken language with emphasis on L2 use for instruction and communication in the language classroom (Richards & Rodgers, 2001). In the same vein, the Audio-Lingual Method aims at developing good learning habits, meaning using the target language, and eliminating bad learning habits, seen as L1 interference (Richards & Rodgers, 2001). Then there is the Silent Way where the use of the students' mother tongue in the language classroom resurfaces: L1 is used mainly to give instruction and provide feedback. In the Suggestopedia Approach, the mother tongue plays a crucial role in the learning process in which a text is presented in both L2 and L1. In another humanistic approach, Community Language Learning, L1 is used to facilitate communication among students and word translation is provided whenever needed. In Total Physical Response, the role of L1 is restricted as it is used only at the beginning to explain the principles of the method. Afterwards, the mother tongue is rarely used because the meaning is conveyed by gestures and actions. An approach that goes much further to reinstate the use of L1 is the Bilingual Method (Dodson, 1967). This advocates all input to the learner being presented in both L1 and L2, to ensure comprehensibility. Later Communicative Language Teaching became a dominant approach in many language classes. This approach demotes but does not exclude the role of L1 in EFL teaching.

In today's L2 classes, foreign language educators tend to integrate approaches choosing whatever works in their classrooms (Çelik, 2008). Therefore, some teachers have a place for the L1 in their classes while others insist on L2 as the primary or sole medium of instruction. These stances of using or avoiding the mother tongue in the language classrooms are still under debate, and further exploration of this topic is needed. Thus, the aim of this research is to investigate further the nature of L1 use in EFL classes and gain more insights on how the teachers and the students currently perceive L1 use in EFL contexts.

1.2 SIGNIFICANCE OF THE STUDY

From the above historical sketch, it may be seen that the issue of using or avoiding the L1 in L2 learning and teaching remains undecided and debatable. In addition, there is little research conducted in L1 use in Saudi EFL classrooms (Alshammari, 2011). This has motivated me to investigate what goes on in EFL classrooms in the Department of English Language and Translation (DELT), College of Language and Translation (COLT) at King Saud University (KSU) with regards to teachers' and students' Arabic use in EFL classes. Furthermore, as will be argued in chapter 2, it is important to reveal both teachers' and students' attitudes and beliefs about L1 use in EFL classes, as well as their practices. Although it is beyond the practicable scope of the present project to investigate the effectiveness of various uses of L1 or L2 in the classroom, the study promises to add to the body of research conducted on the nature of, and perceptions about, L1 use in L2 settings, providing deeper and better understanding of the role which the first language plays in EFL teaching and learning.

1.3 RESEARCH QUESTIONS

In this study, I will therefore address the following questions:

1. Do teachers and students in the Department of English Language and Translation in COLT use L1 (Arabic) in their EFL classes? If yes, for what purpose(s)?
2. What are the teachers and students' perceptions about using L1 in EFL classes?
3. To what extent do teachers and students' perceptions (RQ2) correspond with their practices in the classrooms (RQ1)?
4. To what extent do teachers and students agree a) in their use of L1 and b) in their perceptions of L1 in English classes?

2 REVIEW OF LITERATURE

2.1 INTRODUCTION

There has been a considerable amount of discussion and research in relation to two positions concerning learning EFL: using English to learn English, and learning to use English (Howatt, 1984 as cited in Richards & Rogers 2001, p.155). For teaching, the former refers to the strict use of L2 in EFL classes (i.e., avoidance of L1 use), whereas the latter allows the incorporation of L1 into EFL classes.

In chapter 1 brief overviews were provided (1.1) of the background of this issue in relation to theories of language learning and established teaching methods. While a great deal more could be said about those, given the word limit of the current dissertation I confine this chapter to reviewing literature closely relevant to the research questions which we have chosen to pursue. This means that I first provide background on the distinction which has become prominent in EFL research between beliefs and practices, which the present study pursues. Following that I will present and discuss empirical studies investigating the role of the first language in EFL contexts, focusing both on the extent and nature of L1 use and on teachers and students' beliefs about, and attitudes to, such use. Finally, I will focus on specific research studies which have investigated the use of L1 (Arabic) in EFL classrooms.

2.2 PRACTICES VERSUS BELIEFS AND ATTITUDES IN EFL TEACHING

Independent of the longstanding issue of the role of L1 or L2 in teaching, a more recently developed area of theoretical interest in EFL is that often characterised with the words "beliefs and practices", associated for example with Borg (2006). This recognises that teachers, and indeed students, operate at more than one level of cognition with respect to what they do. For instance, what a teacher does in the classroom, including the extent of their use of L1 there, termed their practices, may or may not match what they think should happen there, or what they judge to be useful, referred to as beliefs or attitudes. This has led to a variety of claims and areas of research interest, concerning issues such as how far the beliefs of teachers determine their practices, where teacher beliefs come from, what reasons there can be for practices not matching beliefs, and whether teacher beliefs are always in line with their students' beliefs.

While a considerable number of studies have been conducted on these matters with respect to EFL teaching, they have often been focussed on specific areas of TEFL such as how grammar is taught (e.g. Alghanmi and Shukri, 2016; Phipps and Borg, 2009) or methods such as task based teaching (Zheng and Borg, 2014), rather than the role of L1 or L2 in the classroom. Below I review a number of studies which have addressed beliefs and/or attitudes of teachers and students concerning L1 in the EFL class. However, as I will show, there has not often been a systematic attempt to confront beliefs with practices in the same study. Hence it is one of the aims of the present study to investigate the beliefs and attitudes to L1 in the classroom of both teachers and students, as well as their practices, in a particular context, and uncover the relationships between them.

2.3 EMPIRICAL STUDIES ON L1 IN EFL CLASSROOMS

2.3.1 Use of L1 in EFL classrooms

The ongoing discussion with regards to the role of L1 in foreign language classrooms has continued to ignite considerable research interest in the field of ELT. The focus of studies ranges from surveys to ascertain the extent of use of L1 in class, and attitudes to it, and for what functions it is used (e.g. Copland & Neokleous, 2014), to quasi-experiments where L1 is systematically introduced in a specific function in classes in order to ascertain its precise benefits and any changes in attitude (e.g. Garrett et al., 1994).

2.3.1.1 Survey studies of L1 use in class

Lo (2015) represents a recent large scale study of the use of L1 in ESL classrooms, using a method similar to mine but at a level and in a context far removed from mine. The author investigated 12 teachers and nearly 480 L1 Chinese students from five secondary schools in Hong Kong. Content and Language Integrated Learning (CLIL) classes were observed over 20 visits, and lessons were either video or audio recorded. The author focused on the functions of language use in these classes, apparent factors behind teachers' use of L1 in CLIL classes, and whether the amount of L1 used in these classes varied based on the students' proficiency level. Results from classroom observations and audio transcriptions through timed analysis revealed that the scale of using L1 varied drastically among the teachers in the five schools, ranging from exclusive English use in classes to 80% use of Chinese in these classes, with no relation to students' linguistic abilities. As for the occasions of language use, the author examined the transcripts in detail identifying episodes of L1 use.

It was reported that teachers who employed L1 in their lessons either inserted one Chinese sentence into an explanation (where English language was dominant) or resorted to

English for some technical terms (where Chinese language was dominant). In other incidents where teachers used Chinese during their lessons, English would appear in longer strings of sentences not just words. With regards to the functions of L1 used in CLIL classes, the researcher stated that using L1 to “deliver the content of the subject to the students” was the most noticeable function, and affective purposes (e.g., telling jokes) were the lowest. It is worth pointing out that Lo in fact also claimed to want to explore whether or not teachers in secondary schools in Hong Kong use L1 (Chinese) “appropriately”. He afterwards regarded the results of the study as inconclusive on this matter, so he made no recommendation as to whether L1 (Chinese) should be used or banned from CLIL classes.

Sali (2014) also aimed to examine the functions of L1 (Turkish) in English as a foreign language (EFL) secondary school classrooms, in a context closer to ours. The study included three teachers and 82 students. Classes were again observed and audio recorded. The author first transcribed the recorded sessions and L1 utterances were coded based on a taxonomy of functions drawn from previous studies, which I will also draw upon for the construction of some of my questionnaire items. The author found that teachers used L1 in their English classes for numerous functions, grouped in a different way from Lo, into: academic (to communicate the content of the lesson), managerial (to regulate classroom interactions and proceedings efficiently), and social/cultural (to shift the focus of the lesson to efforts of rapport construction). Academic functions were the most frequent and social/cultural functions the least.

In the United States, DiCamilla and Anton (2012) carried out a study with a similar focus on functions of L1 but with L2 Spanish rather than English. Of interest to the present study it focused on use of L1 English by students rather than teachers, and university level, since the participants were 22 students from two intact classes: one group was freshmen undergraduates whereas the other group was seniors (fourth-year students). Data was

collected by means of recording collaborative writing sessions in a language laboratory, rather than normal classroom lessons, so the focus was on students working together without the teacher, in the manner often envisaged by SCT (see 1.1.1). Students were instructed to work together and interact with their peers in the assigned groups to complete the writing task. The audio recordings were transcribed and episodes of L1 and L2 were coded. The authors then devised a taxonomy of language functions derived from the roles of L1 in previous studies.

Results showed that advanced-level students used English considerably less than beginner-level students. As for the taxonomy of language functions, it was revealed that fourth-year students used L2 more frequently to discuss content while first-year students used L2 with high frequency to translate content. Fourth-year students used zero L2 in translating content whereas first-year students use zero L2 when discussing style. With regards to L1 frequency of use, it was found that the senior students' highest frequency in using L1 was for solving problems which was also the highest frequency displayed by the freshmen in this study. Overall, this study is interesting since it provides a detailed analysis of the functions of L1 and L2 for students rather than teachers, and I aim to include both. However, there are many differences from my study in that we will not be concerned specifically with collaborative writing classes, L2 Spanish, nor with proficiency as a factor.

Ghorbani (2011) explored the use of the mother tongue by both teachers and students, as the present study will, but limited to when the latter were doing pair/group activities in EFL classes in an adult language institute in Iran. The data was collected by means of class observation and audio recordings of the sessions as students worked on a textbook dialogue. The audio recordings were transcribed and coded and the researcher extracted episodes where the participants were engaged in pair/group activities. Results showed that learners used more L1 in group activities than teachers did when interacting with students. However, the

proportion of L1 use was still considered relatively low and (students 5%, teacher 4%). Common functions of L1 were where the student asked the teacher something or the teacher asked the student something, rather than between students. This study will be relevant to mine since I specifically ask about use of L1 in group work in my questionnaire, and I hope that some may occur in the classes which I observe.

In a Greek context, Giannikas (2011) was concerned more with overall amount of use of L1 in EFL classes in two types of school in Greece. Observation of English language lessons and semi-structured interviews with the English teachers were conducted in 14 schools: seven primary state schools and seven *frontistiria* (private cram schools). It was found that *frontistiria* used the L2 more frequently than the targeted state schools, whereas the state schools in the study employed L1 more frequently. The variation in the use of L1 and L2 in these two types of schools was attributed first to the fact that *frontisteria* are private schools focused on preparing students to take international Michigan and Cambridge English exams at an early age, and teachers are instructed by their directors to use only the L2. Secondly, students were encouraged, not forced, to use the L2 by means of various activities including games, group discussion, storytelling etc. By contrast, teachers in the state schools felt comfortable in following traditional ways of teaching, and were reluctant to employ methods of teaching such as group activities, claiming that students were not familiar with these means of teaching/learning, even though in fact the majority of students who go to state school also attend private school, in the afternoon. The author suggested creating a more student-centered environment in state schools and encouraging learners to interact with authentic material, thus maximizing L2 exposure and use. This study was concerned with the overall amount of use of L1, rather than the precise functions it is used for; I aim to describe both. However, I am not concerned with comparing institutions, nor with judging what is good or bad use of L1.

2.3.1.2 Intervention studies of L1 use in class

We continue this section of the review by looking at a few examples of studies where there was an intervention to introduce or exclude L1, and the effects were measured. Although it was not practicable to undertake such a study for the present dissertation, we need to understand such studies, since they present a better way forward to establish what extent of use of L1, for what purposes, really does have a beneficial effect.

Latsanyphone and Bouangeune (2009) investigated the use of L1 in teaching English vocabulary to low proficiency students in Laos. The research addressed one question: “Does the L1 help increase students’ achievement in vocabulary?” Subjects of the study were 169 English major freshmen. They were assigned to four classes; two were used as the experimental group in which L1 was used in vocabulary instruction while the other two were the control group in which the words were presented with definition and explanation in L2. To ascertain the effect of each treatment, pre-tests and posttests were used. Results showed that the experimental group outperformed the control group and there was a significant difference in the achievement level in favor of the experimental group. The researchers concluded that using L1 to teach vocabulary and boost students’ achievement level is effective. It must be said, however, that the finding is in fact inconclusive since the experimental L1 group additionally received dictation and translation exercises/quizzes while the control L2 group had no equivalent activities. Therefore, we cannot be sure if the better performance of the experimental group was due to the use of L1 or to the additional exercises. This illustrates how careful a researcher has to be if undertaking this kind of study.

In contrast to the previous study, Myojin (2007) examined the effect of teacher talk (using L1 or L2) in EFL learners’ performance in relation to listening comprehension skills.

Two classes were assigned as the experimental group and the control group. Both groups were given a pretest to ensure equality in English level. In the seventh week, the same test was given as a posttest to detect any progress and compare these groups' performance. The study also involved videotaping the teaching sessions and the administration of a student questionnaire. Both groups were taught by the same instructor (a Japanese teacher) who intentionally chose the amount of L1 or L2 use in class. In one group, there was almost equal use of Japanese and English talk in the class, while the other group was exposed to a maximum of English talk. Results showed improvement in both groups' performance between pre- and post-tests, with the English talk group scoring a little higher but not significantly. This study therefore was better designed than the previous one, but showed no definite difference between use of L1 and L2.

Storch and Wigglesworth (2003) conducted a somewhat different kind of intervention from the conventional experimental-control group model. Their focus was threefold: investigating how frequently L1 was used, identifying its functions, and gaining insights with regards to students' attitude towards using L1 in the L2 setting (see 2.3.2). Subjects of the study included six pairs of university ESL students who shared an L1, who were asked to complete two tasks, a text reconstruction and a short joint composition task. During the first task, it was noticed that the participants refrained from using their L1 at any cost, so the researchers intervened and, in the second task, students were instructed to use their L1 freely whenever they felt they needed to. Results showed that the use of L1 then enabled in-depth discussion of the writing prompt and the structure of the composition, and fulfilled various functions in relation to task management, vocabulary meaning and grammar. In this study, then, the students after the intervention were able to be compared with themselves before it, rather than with a separate control group, and some benefit was observed, albeit the tasks before and after were not in fact quite the same.

2.3.1.3 Conclusion on studies of L1 use in class

As the studies reviewed above demonstrate, considerable attention has been given to the ways in which L1 is used in EFL classrooms. No single classification of types of functions or purposes emerges, but those used/found in these studies will be drawn upon in my study. I do not expect to obtain the same kinds of frequencies of use of different functions as the studies reviewed did, since those studies were in distant contexts and often at school rather than university level, and in some cases only performing specific tasks.

Notably quite few studies, however, considered both student and teacher use of L1, and indeed, as will be seen next, quite few in the same study considered teacher and student beliefs and attitudes as well as practices in these respects. While I believe that interventionist studies, if conducted properly, have the potential to show what kinds of L1 use are actually effective, I was not able myself to conduct such a study in the present instance so will not venture to make claims about that.

Many of the studies reviewed above also had many more participants and were generally on a larger scale than was possible for me (e.g. Lo, 2015). Instead I will undertake a small amount of observation and rely also on teacher and student reported use, in a questionnaire.

Finally, as I have said, the present study is not attempting to deal with the issue of effectiveness or success of L1 use, which requires a well-designed intervention. It is notable that Lo (2015), as we saw above, attempted in a non-interventionist study such as mine to ascertain the appropriacy or effectiveness of L1 use, but failed in this attempt. Hence my study has no such aim. Giannikas (2011), on the other hand, simply assumed that L1 use is not beneficial in EFL classes, so criticized the use of the mother tongue (Greek) in state schools and put forward a possible framework (aligned with L2 dominant practices in

frontisteria) to be adopted to improve English teaching/ learning in state schools. However, it is surely premature to categorically presume how much use of L1, and for what purposes, is to be seen as bad. In my study, I therefore propose to illuminate the practices prevalent in our context with respect to use of L1, rather than to judge them.

2.3.2 Beliefs and attitudes of teachers and students concerning use of L1 in EFL classes

I turn now to studies of teacher and/or student beliefs and attitudes concerning use of L1 and L2 in class. While many such studies have been conducted separately from studies of L1 use in class, there are a few which I reviewed above which in fact combined the two, as I will do. Hence, I reconsider those first.

2.3.2.1 Studies of beliefs and attitudes concerning L1 along with study of use of L1 in class

Lo (2015) in fact conducted semi-structured interviews with teachers and students additionally to observing L1 use, and reported gaps between their real practices and their beliefs, as I plan to. By contrast, Sali (2014), after the last lesson which he observed, interviewed just the three teachers in the study to ascertain their perceptions of L1 use in EFL classes. The results showed the teachers' positive attitude towards using L1 in teaching English, and they acknowledged the sizeable role which L1 played in their classes, which therefore seemed to agree with their practices. However, the researcher did not include students' use of L1 in these classes nor consider their opinion on the matter, as I will.

Another study combining investigation of practices with beliefs was that of Copland and Neokleous (2011) who set out to uncover the complexities and contradictions of the use of L1 to teach L2 in a Cypriot setting. They observed classes of four English teachers in two private language institution (*frontistiria*) to identify the functions of L1 in EFL classes. They

also interviewed teachers to gain insights about their principles in using L1 in their classes two weeks after lesson observation. Results from the audio transcription revealed 11 functions fulfilled by using Greek in the teaching sessions. However, the amount of L1 use varied considerably among the teachers involved in the study, ranging from one utterance in Greek to 634 utterances in Greek. As for the interviews, some contradictions were found between what teachers believed the role of L1 in the classes should be and their practices in these classes. The researchers refer the inconsistencies in teachers' views to the feeling of guilt in using the mother tongue and self-reproach for engaging in such practices. All the teachers in the study, however, seemed to agree that L1 use should be limited regardless of their actual behavior in classes. While this study did consider both the actual practices and the beliefs of the teacher participants, as I will, it did not include the students' practices in these classes nor their opinion on the matter.

Other studies have focused more on student use and attitude. Storch and Wigglesworth (2003) ascertained students' attitudes when prompted to use L1 in a task and found that students generally agreed on L1 being helpful in completing L2 tasks, although they were reluctant to use their L1 frequently because they assumed it might slow down the activity and "that they believed that they should use L2 as much as possible in an ESL setting" (p. 766).

Myojin (2007) additionally surveyed students after the experimental period reported in 2.3.1.2. Interestingly it was found that the students preferred the classes where the teacher used maximum English, and they claimed to find those helpful in learning the language, even though the results of the study showed no definite effect of that treatment on their actual improvement in English listening. In fact this sort of finding is not uncommon in such experiments. That is to say, students often like whatever treatment is the 'new ' one, even where test results show no differential learning effect (cf. also Garrett et al., 1994). This

therefore makes studies such as mine, which are not experimental, preferable with respect to studying attitudes. When the study only asks about uses of language that already occur naturally, then there is no "novelty effect" to interfere with the findings.

2.3.2.2 Questionnaire studies of beliefs and attitudes concerning L1 in class

Studies of beliefs and attitudes often use interviews, as Lo and Sali did, and/or questionnaires, as Myojin did, and as the present study does, to obtain the data. In a very recent study examining teachers' perceptions of using L1 in EFL classes, Yildiz and Yeşilyurt (2017) used a questionnaire to gain insights into the thoughts and opinions of 374 prospective Turkish English teachers. The study aimed to find out whether or not English teachers thought Turkish should be used in English classes, and if so for what purposes. Such "should" questions elicit what Borg (2006) would term beliefs, and my questionnaire will include some questions of this type. Other responses were also elicited concerning what beneficial or negative effects the participants thought the use of L1 might have. These are more what we would call attitude questions and the questionnaire of the present study will cover these too. Results showed that some participants were against using Turkish when teaching English as they saw it as a barrier and a hindrance, while the majority seemed to support modest use as it "ease[s] the process of language learning and comprehension of learners." (p. 88).

Complementing the study above, Debreli and Oyman (2016) sought to investigate how using Turkish in English classes was perceived by 303 secondary school Turkish students. They additionally aimed to discover if educational background and proficiency level had an influence on students' attitudes towards using or banning L1 in an L2 setting. The researchers used a questionnaire containing two sections: 11 questions about personal information (demographic characteristics) and seven mostly belief questions about when L1

"should" be used in an L2 setting. Results showed that the majority of the students expected and wanted Turkish to be used in English classes. However, this overwhelming agreement seemed to have no significant relationship with students' proficiency level. This was perhaps due to the fact that most participants were of intermediate and elementary level. As to demographic variables, it was found that the older students believed more than younger ones that L1 should be used. This was attributed to adult learners' desire to comprehend everything said in the class (p. 155). With respect to other factors (gender, type of high school, and level of graduation) there were no significant differences: students seem to share similar opinions about the use of Turkish in EFL classes (high positive attitude). Based on personal experience, one may also expect to find such high endorsement of L1 in my context, although I propose to ask a more comprehensive set of questions than this study did.

In Iran, Tamimi Sa'd and Qadermazi (2015) also elicited 60 EFL learners' attitudes towards L1 use in EFL classes. The study used triangulated data collected from class observations, an attitude questionnaire and semi-structured interviews: through the former the researchers sought to find out directly students' reaction to L1 use in EFL classes so as not to rely only on student reports about this. It was revealed that students rejected L1 use in their classes by teachers and students, although occasionally they accepted teacher's use of Persian if it helped them understand their lessons (p.165). By contrast, results from the questionnaire showed high positive attitudes toward L1 use in EFL classes. Through that instrument students reported thinking that using L1 in L2 settings had more merits than vices, including clarification of instruction, easing the learning process and fostering comprehension (p. 167). This study demonstrates starkly how different instruments may yield contradictory data about the same issue. Hence in my study I will use more than one instrument (observation and questionnaire) and carefully compare the results.

In Japan, by contrast, Tsukamoto (2011) obtained a quite different result from students. 42 EFL students from intermediate and advanced level answered an open-ended belief questionnaire about whether or not the teachers should use Japanese in English classes, and if yes when. He also aimed to find out the perceived advantages and disadvantages of using only English in class. Interestingly, students' responses indicated high preference for using English all the time: the majority of the subjects thought the teachers did not really need to resort to Japanese in their classes. They also demonstrated the attitude that using English in class had many more advantages than disadvantages. This shows that different contexts may yield quite different findings on the same issue. Hence, I do not feel able to predict the findings that I will obtain, although culturally Turkey and Iran are somewhat closer to Saudi Arabia than Japan, so might give more of an indication.

While the above studies generally investigated the opinions either of teachers or of students, but not both, Bruen & Kelly (2014) considered both teachers' and students' attitudes towards using L1 English for teaching purposes in a language institution in Ireland. The researchers conducted interviews with 12 teachers: six teachers of Japanese (L2) and six teachers of German (L2). Students' insights on the matter were obtained by means of analyzing course evaluation forms which were filled out by students following the completion of the courses. However, since the focus was more on teachers' perceptions, data from students' evaluation forms were only used when required to provide a greater understanding of teachers' responses (p. 5). Results indicated that L1 was used by all the participants with no exception. Teachers used English for various purposes, with explaining complex language being the most prominent one (p. 6). While I applaud the idea of accessing both teacher and student perspectives, and aim to include both in my own study, I consider that it is important to investigate both equally in their own right, and in a way that makes it

easier to compare them. Thus, unlike these researchers, I will use the same instrument with both and make sure that some questions asked are directly comparable.

2.3.2.3 Conclusion on the general literature on beliefs and attitudes concerning L1 in class

From the review of belief and attitude studies on my topic it can be seen that, while a number of them have relied on questionnaires for their data, as I will do, they have mostly been studies either of teacher views or student views and not both. Furthermore, even where both those have been accessed, I have not found any EFL studies where parallel questionnaires with at least some matching questions were administered to both, allowing for a systematic comparison of teacher and student views. We may add to that the paucity of studies which have also covered practices in use of L1, and in what functions, in the same study along with beliefs and attitudes related to use of L1. Together, these conclusions suggest that a study which addresses all these systematically together is timely: that is both students and teachers considered both for their use of L1 in various functions in class, and for their beliefs and attitudes concerning it.

2.3.3 Studies in Arabic contexts of use of, and attitude to, L1 in EFL classes

I conclude the literature review by considering the few studies I have found of any of the above types conducted in an Arab context (Arabic as L1 in EFL classes).

There have been some studies purely of beliefs/attitudes concerning L1 use. Shuchi and Islam (2016) for example set out to ascertain through questionnaires teachers' and students' attitudes towards using L1 in EFL contexts in Bangladesh and Saudi Arabia. Participants included 30 teachers and 1000 students from both countries. Results showed that all participants were favourable to moderate use of L1 in EFL classes. It was concluded that teachers and students think that L1 can facilitate the learning and teaching of English. This

study, however, did not venture into teachers' and students' real practices in L2 settings, as I will do.

In Yemen, a study was conducted to examine the role L1 (Arabic) plays in the EFL reading classroom (Bhooth *et al*, 2014). A questionnaire and a semi-structured interview were employed to collect the data. 45 second year undergraduate students from the Department of English Foreign language were selected to take part in this study, 10 of which were interviewed. Results of the questionnaire analysis showed that students believed that L1 helped them understand reading strategies better, learn the meaning of new words faster, and comprehend complex grammatical rules. By contrast, the interviews evidenced indecisive opinions concerning L1 use in EFL classes but overall acknowledgement of the effectiveness of L1 as “a scaffolding tool” (p. 81). This study again shows how different instruments may yield different results. Alshammari (2011) investigated the role which L1 (Arabic) played in English classes in two technical colleges in Saudi Arabia. Participants were 13 teachers and 95 students. The researcher used two open-ended questionnaires: one for teachers and one for students. The first questionnaire contained questions designed to elicit students' thoughts about using Arabic in EFL classes. The second questionnaire included two set of items: questions about teachers' attitude towards using Arabic in EFL classes and when they think Arabic should be used in EFL classes (beliefs). Results of the study showed that teachers and students both supported using L1 in the L2 setting mainly to explain meanings of difficult words and grammar, thus saving class time by avoiding redundant and repeated explanation in L2, and fostering comprehension.

There have also been a few intervention studies focusing on actual use of L1 in class. Similar to Bouangeune and Latsanyphone' study (2009) (cf. 2.3.1.2), a study was conducted to identify the effect which native language use has on learning vocabulary by Saudi EFL students (Khan, 2016). Participants were English language program (ELP) students divided

into two groups (20 students each). One group was the control group who was taught by a non-Arabic English teacher, while the experimental group was taught by an Arabic speaking teacher. The pretest included 30 new vocabulary items and students were asked to explain their meanings if possible and provide the Arabic equivalent of each if known. Afterwards, the teacher of the control group taught around 200 words, 30 of which were the ones used in the pretest. The teacher explained the meaning of the words only in English. In the experimental group, the teacher taught the same words using Arabic to explain their meaning. After the teaching ended, a posttest was given to the subjects of the study. Results showed a significant difference between the two groups in favor of the experimental group (p. 138). The researcher interpreted the difference as due to the language used.

In an experiment with a different but interesting scope, Storch and Aldosari (2010) considered the relation of proficiency level and task types with the amount of L1 used by students learning English at a college in Riyadh in Saudi Arabia. The participants were assigned to 15 pairs forming three types of proficiency pairings: high with high, high with low, and low with low. Students were given three tasks, jigsaw, composition, and text editing, and were audio-recorded. Transcription of audio recordings showed that, regardless of proficiency level, L1 was used modestly by all the groups, with the low with low proficiency pairings being the highest. With regards to the effect of task type on the amount of L1 use, it was revealed that editing led to the highest amount of L1 use. It was concluded that task type and not proficiency level had the most effect on the amount of L1 used by students in EFL classes. Although this study did not address directly how far use of L1 led to greater task success, nor participant attitudes, its focus on comparing L1 use between tasks was valuable. In the present study, however, of necessity, I address this issue via a questionnaire rather than setting up experimental conditions.

Undoubtedly the previous study closest to ours in scope and context is the following survey, conducted in Kuwait, where researchers investigated teachers' use of L1 (Arabic) in different functions in English college classrooms, as well as the reasons behind resorting to the mother tongue in the English classes, and teachers' attitude towards using L1 in this L2 setting (Alrabah et al., 2016). The data was first collected through interviewing 15 teachers from which a survey was then devised and administered to 60 English teachers at a language center. Results showed that L1 was reported to be used as a teaching tool and class management strategy (p. 5). Claimed beneficial effects included affective ones (i.e., creating a relaxing environment), sociolinguistic (e.g., fostering a natural class setting) and psycholinguistic, such as promoting learners' opportunity to learn English. Despite the claimed merits of using L1 in EFL classes, the teachers' attitude was characterized as negative and "in opposition to their actual classroom practices." (p. 7). The findings, however, were based only on a questionnaire, some of whose items were adapted and incorporated into my own questionnaires, as there was no record of observation of teachers' practices in the EFL classes. Hence the practices with respect to L1 use described by the researchers were reported practices only. Furthermore, the student perspective was not included, which of course is part of the current study's intention to include.

2.4 CHAPTER SUMMARY AND CONCLUSION

I have shown that two areas of theorisation and empirical research are relevant to the study of L1 in EFL learning and teaching: that concerning whether L1 or L2 use is more effective in promoting acquisition and why, and that concerning the relationship between participant beliefs and practices in use of L1 in class. While my small exploratory study cannot really address the former, which as I showed really requires well designed experiments to establish, it can contribute to the latter. In that area I have further shown that

there is a dearth of studies, both in general and in contexts close to mine, which have systematically addressed both beliefs/attitudes concerning L1 and actual use of it, in parallel for both teachers and their students, all in the one study, as I will. For that reason, this study aims to contribute to the expanding body of literature on L1 use in EFL classes by offering more insight into how both teachers and learners use L1 in L2 classes in our chosen context. Furthermore, the study uniquely promises to illuminate the connection between what is generally believed by teachers and students to be the role of L1 in Saudi university level English classes and what they actually do in those L2 classes.

Data in the prior studies reviewed in this chapter were collected mainly through classroom observation, audio/video recordings, interviews and/or questionnaires. That informed my own choice of methods (see chapter 3), and specifically suggested what questionnaire questions to include. The findings of these studies, albeit often from somewhat distant contexts, will be compared later with my own. For instance, beliefs were found not always to agree with practices and tended to favour using the mother tongue when teaching a target language, at least in certain functions. We will be interested to see if we find the same.

3 METHODOLOGY

3.1 INTRODUCTION

This chapter describes the methodological design of the research study. Section 3.2 presents the rationale for the research design. Section 3.3 details the context where the study was conducted and the participants who took part in it. It also sheds light on the instruments used to collect data and the procedures of data collection and data analysis. Section 3.4 summarizes and concludes this chapter.

3.2 RESEARCH DESIGN AND RATIONALE

As suggested in chapters 1 and 2, the study is informed by the need for more pedagogical research to determine the beliefs/perceptions and actual practices of both teachers and learners with respect to use of L1 in the classroom, so as to provide a basis for possible follow up work later on the actual benefits or not of its use.

This study is therefore exploratory (descriptive) research which investigates what goes on in certain EFL classrooms with regards to L1 use, and participants' perceptions of this. The study targets faculty members and undergraduate female freshmen in the Department of English Language and Translation (DELT) in the College of Languages and Translation (COLT) at Kind Saud University (KSU). The following research questions provide the foundations for the study and determine what my Method needs to produce data to help me answer:

1. Do teachers and students in the Department of English Language and Translation in COLT use L1 (Arabic) in their EFL classes? If yes, for what purpose(s)?
2. What are the teachers and students' perceptions about using L1 in EFL classes?

3. To what extent do teachers and students' perceptions (RQ2) correspond with their practices in the classrooms (RQ1)?
4. To what extent do teachers and students agree a) in their use of L1 and b) in their perceptions of L1 in English classes?

The current study followed a mixed method design in which both qualitative and quantitative data collection techniques are employed (Creswell, 2003). By using this design, limitations and advantages of qualitative data collection tools can be complemented by those of quantitative ones, and vice versa, thus enabling us to illuminate better the areas with which we are concerned.

In terms of research paradigms, it could be said that the use of observation (to answer RQ1 and RQ4a and, in part, RQ3) was essentially constructivist (Ridenour and Newman, 2008). That is to say that I did not observe using a strict list of functions predecided in advance which I simply imposed on what I observed. Rather, while making use of functions which other studies had found, I allowed the data to suggest what categories were relevant, through my process of coding. By contrast, the questionnaire (used to answer RQ2, RQ4b, and, in part, 3) was more positivist or top down in its philosophy, since it involved the researcher deciding in advance on a set of matters whose perception the students were asked about, with a closed set of options offered for response.

3.3 METHODOLOGY OF THE STUDY

3.3.1 Context and participants

The study took place during the Spring academic term 2017 in the Department of English Language and Translation in the College of Languages and Translation (COLT) at King Saud University (KSU) in Saudi Arabia. The department aims to prepare future

graduates to work in the field of translation or interpretation between English and Arabic. The study targets the faculty members of the department and the undergraduate female freshmen who had enrolled in the English language and translation program between Fall 2015 and Fall 2016.

The participants in the study were Saudi English teachers whose mother tongue is Arabic (N = 30). All of these teachers had at least one postgraduate degree in TESOL, Applied Linguistics, Linguistics or Translation Studies. The majority had an MA and all had 10 to 20 years experience of teaching (see Table 3.1). These 30 participants completed and submitted the teacher’s questionnaire; seven of these teachers also gave permission to the researcher to attend their teaching sessions for observation and audio recording.

The undergraduate participants in the questionnaire (N=120, from an initial pool of 203 invited to complete the questionnaires) were all native speakers of Arabic enrolled in the department. They had all completed the preparatory year with an overall score of at least B (80 %) in the English courses offered in that year, prior to embarking on their English and Translation major (see appendix A for program description), and were currently in the fourth level (second semester of year two) and fifth level (first semester of year three). Students in level four take 18 hrs. per week of English courses. 14 hrs. are assigned to language skills (Reading, Writing, Listening and Speaking) while the other 4 hours are allocated to linguistics. Students in level five study 17 hrs. per week, 15 of which are English courses: 10 hrs. cover English skills, and 5 hrs. linguistics. The remaining 2 hrs. are allocated to a writing course in Arabic (see Table 3.2).

Table 3.1

Teachers’ demographic information

No.	Experience	Educational qualification	Native language
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	Over 10 years	Over 20 years	MA	PhD	Arabic
30	80 %	20 %	80 %	20 %	100 %

Table 3.2

Students' demographic information

Level	Academic enrollment	No.	English level based on what semester they are in	English courses taken in Spring 2016	Hrs./week
Level 4	Fall term 2016	53	Upper-intermediate	Reading/ writing/ Listening & Speaking/ Grammar	12 hrs.
Level 5	Spring term 2016	67	Advanced	Reading/ writing/ Listening & Speaking/ Grammar	10 hrs.

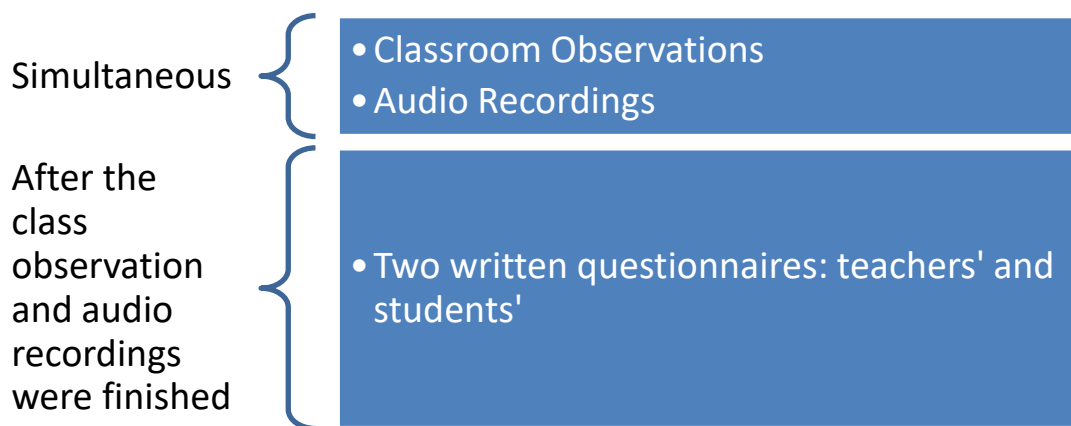
3.3.2 Instruments for data collection

This study uses multiple tools for data collection for triangulation purposes (see Johnson, 1992). These are: classroom observations and audio recordings, and written questionnaires responded to by teachers and students. Using multiple methods, both quantitative and qualitative, is widely argued to reduce the chance of observer bias and enhance the validity and reliability of the information (Johnson, 1992). In our case we had the benefit of two sources of information about actual practices in respect of use of L1 in class,

from concurrent observation and recording, and two sources of information about perceptions related to L1 in class, from teachers and students.

Figure 3.1 shows the overall order of administration of the instruments employed in this study. The questionnaires were given after the observation and recordings, rather than before, in order not to suggest ideas about L1 use to teachers and students which might then influence their use of L1, or conscious avoidance of L1, in class. For the same reason, the researcher explained to the participants that the purpose of attending their classes was not to evaluate their performance as teachers or students but to discover what goes on in these classes with regards to language interaction among the participants in the observed classes. I deliberately did not state that I was interested specifically in the use of L1 versus L2 in the ongoing class because, as stated above, I did not want the participants (teachers and students) to be aware of the research focus on L1 use.

Figure 3.1 *Order of administration of the instruments*



3.3.2.1 Classroom observation and audio recording

In order to address RQ1 and RQ4a, and in part RQ3, (see 3.2) the researcher directly observed and audio recorded 17 EFL classes given by seven teachers in the Department of English Language and Translation (observation times are described in 3.3.3).

Audio recording of the teaching sessions constituted the primary source of data concerning teacher and student actual practices with respect to use of L1 in this study. In order to audio record the teaching sessions, the researcher used the DICTOPRO X100 portable digital voice recorder. The reasons for choosing this device were: 1) it comes with double ultra-sensitive microphones; 2) it records from up to 40 feet away; 3) it has dynamic noise reduction, and 4) it offers 700 hrs. of recording capacity with 8GB of internal memory. The recording device was placed on an empty middle front desk and despite the fact that there were usually around 22 students in the class it captured voices from most participants successfully.

Direct classroom observation by the researcher was also a key instrument for ascertaining what actually happened in classes, i.e. the real practices of teachers and students (Creswell, 2007). Direct observation requires the researcher to pay attention and capture relevant details of the targeted phenomenon (in this case L1 use), taking careful notes and not missing crucial events. In this study, continuous monitoring (CM) was employed. This technique requires the researcher to watch the participants continuously and record their relevant behavior as accurately as possible (Bernard & Ryan, 2010). It is important to mention that the researcher role was that of a non-participant observer (i.e., the observer was visible to the teachers and students, but she did not interact or intervene during the lessons) (Creswell, 2007).

The direct observation was only semi-structured, in the sense that the researcher had a predecided focus of attention on episodes of L1 use, but no predecided set of functions of

such use were planned to impose on what was observed. Hence the researcher used free field notes to write down what was observed, rather than using a checklist.

3.3.2.2 Questionnaires

Two structured written questionnaires: one for the teachers (see appendix B) and the other one for the students (see appendix C), were used to elicit participants' responses concerning beliefs and attitudes and answer RQ2, RQ3 and RQ4b.

Questionnaires are popular tools as they allow a great deal of information to be elicited in a parallel way from many participants in a short time (Dornyei and Csizer, 2012), and this was a key reason why we used them instead of interviews. They are widely used to measure attitudes and to gain insight into participants' perception/beliefs concerning many issues in applied linguistics, including the use of L1 (Arabic) in EFL contexts. The questionnaires in the present study were given entirely in English since the students' English proficiency was deemed sufficient. They employed a 5-point Likert response scale in which the respondents were offered a choice of five pre-coded responses with the neutral point being neither agree nor disagree. The 5-point Likert scale allows the individual to express how much they agree or disagree with a particular statement. Each questionnaire contained 30 items with an equal number of positive and negative statements. Items in both questionnaires were adapted from questionnaires used in previous studies (Schweers, 1999; Yavuz, 2012; Mohebbi & Alavi, 2014; Yildiz & Yesilyurt, 2017; Scuchi & Islam, 2016). Some items were modified to suit the context of the study (Saudi Arabic context).

Within each questionnaire, reflecting themes identified in the literature, six subsets of items were included, tapping perceptions of distinct aspects of L1 use in the classroom. In each subset some items were worded in parallel in the teacher and student questionnaires, to allow direct comparison between them (RQ4b), while others were appropriate only for

teachers or students to answer, but not both. The precise items falling into each subset will be listed in the treatment of results in chapter 4, but the themes identified (with numbers of items) are presented in Table 3.3. It should be noted that the first two themes were designed to cover comparable ground to the observation, so allowed us to answer RQ3 concerning differences between what was observed, and what was believed/perceived to happen. The other themes concern beliefs and attitudes which could not be expected to be observed, so cover complementary issues.

Table 3.3

Subcategories of items in the questionnaires

Theme	Number of items		
	Teacher	Student	Matching
Perceptions of the amount of use of L1 occurring or allowed in class	6	4	3
Perceived functions of L1 in class	9	7	3
Beliefs about what should happen with respect to L1 use in class	3	4	3
Perceptions of negative effects associated with L1 use in class	5	7	4
Perceptions of positive effects associated with L1 use in class	5	5	3
Attitudes to teachers or students who use L1 in class	2	3	2
Total	30	30	18

Validity of the questionnaires was supported not only by the fact that the items were sourced from reputable previous studies, but also through content validation by experts. Both questionnaires were shown to two professionals in Applied Linguistics in the Department of Language and Linguistics, and modifications were made based on their recommendations.

Adjustments included rearranging statements and the inclusion of a short easy to understand instruction along with a clearer response format.

Reliability, in the form of internal consistency among items, was assessed with Cronbach's alpha across all items, using the responses of all participants. This served to check if there was any justification for regarding the questionnaires as wholes as essentially measuring one construct in different ways, rather than many different constructs in a common topic area. Despite the fact that the questionnaires had not been constructed with the aim of measuring a single construct in multiple ways, high values of Cronbach's alpha ($>.70$) were obtained: .920 for teachers and .739 for students. This therefore suggests that this instrument can be regarded as a reliable measure of one overall concept, which we might term 'perception of L1 use in the English class' (see further appendix D).

3.3.3 Procedures for data collection

Prior to data collection for the study, ethical approval from the Ethical Department in the Department of Language and Linguistics at Essex University was obtained. Next, the College of Languages and Translation at KSU in KSA was approached and official consent via email from the Dean of the college was obtained giving authorization for me to attend the classes, to audio record the sessions and to administer the questionnaires. Twelve Arabic speaking teachers who were in charge of EFL courses (i.e., reading, writing, listening and speaking, grammar and vocabulary) were contacted via email to obtain initial consent to attend their classes. Seven teachers out of the twelve gave me their permission. Written consent was sought from both teachers and students during week one (see appendix E). In order for the consent to be informed consent, it was accompanied by a statement of the purpose of the research, which said that the researcher was interested in classroom interaction, but did not specify the focus as being on use of L1.

Data were then collected throughout a period of three weeks. A total of 17 lectures were observed. All lessons were audio-recorded (total time:15 hrs. 8 min. 28 sec.), and the researcher was present during class observations and took field notes. Table 3.4 shows the timeline and details of data collection.

Table 3.4 *Summary of observation data collection procedure*

Week No.	Date	Topic of class	Time	Recording duration (hrs:mins:secs)	Teacher
Week 1	Mon (March 27 th)	Listening & Speaking 2	8 – 9	43:09	T1
		Reading 2	10 – 11	43:23	T1
		Listening & Speaking 2	11 – 12	47:39	T2
	Wed (March 29 th)	Grammar 3	9 – 10	49	T3
		Grammar 3	10 – 11	48:55	T3
		Grammar 3	11 – 12	47: 48	T3
Week 2	Sun (April 9 th)	Listening & Speaking 3	8 – 10	1:02:35	T4
		Reading 3	10 – 11	40:52	T5
	Mon (April 10 th)	Listening & Speaking 3	8 – 10	1:44:34	T6
		Grammar 2	11 – 12	42:59	T7
	Tues (April 11 th)	Reading 2	9 – 10	41:02	T1
		Grammar 3	11 – 12	36:39	T7
	Thurs (April 13 th)	Listening & Speaking 3	8 – 10	48:56	T6
	Week 3	Sun (April 16 th)	Listening & Speaking 3	8 – 10	56:33
Reading 3			10 – 11	57:52	T5
Mon (April 17 th)		Listening & Speaking 3	8 – 10	1:27:28	T6
Tues (April 18 th)		Grammar 2	8 – 9	48:04	T3

As I was a nonparticipant observer, I came into each class, greeted the students, placed my recorder on the front table and moved to the back of the class. I sat and watched the teacher and the students and took notes of what occurred as described in 3.3.2.1.

The questionnaires for teachers and students were given to the participants during week 3 after classroom observation and audio recordings of the teaching sessions were completed. The teachers were given hard copies of the student questionnaire to distribute among their students during any of their teaching sessions and asked to collect them once completed and hand them in to the department secretary.

As for the teacher's questionnaire, I visited relevant teachers in their offices and asked them if they would be interested in completing my questionnaire. I then personally handed a copy to each interested teacher. The filled questionnaire sheets were asked to be handed in to the department secretary for me to collect.

3.3.4 Procedures for data analysis

The analytic methods applied in the study included a combination of qualitative and quantitative techniques. Details of the data management and analysis are provided below.

3.3.4.1 Classroom audio recording and observation

In order to produce protocols for data analysis, all audio recorded files were transcribed in full. For the transcription, the researcher used a simple orthographic transcription for both English and Arabic, in which detailed phonetic and non-verbal communication features were excluded from the transcripts (Edwards & Lampert, 1993). For the Arabic, a romanised transliteration was added alongside the traditional Arabic script (http://mylanguages.org/arabic_romanization.php), and a translation into English. This kind of transcription was sufficient for my study since the focus of interest was on the content of what was said in Arabic or English and not on pronunciation or prosodic features of speech. The transcription conventions employed (Table 3.5) followed Du Bois (1991, pp 104-106),

with some symbols purposely devised for the study (see appendix F for full sample of transcription).

The unit of transcription was the utterance because one of the aims of the study was to identify the functions carried out by L1 in EFL contexts, which would be more likely to be represented in utterances than in individual words. An utterance is taken to be “a stream of speech a) occurring under one intonation contour, b) bounded by a pause, and c) constituting a single semantic unit” (Sali, 2014). Each utterance was listed vertically starting on a new line, preceded by two kinds of identification information. Thus, the transcriptions are presented in three columns as exemplified in Table 3.6: the first column (located to the very left) shows the number of utterance, counting from the start of the relevant lesson; the second column indicates the speaker (teacher or student), and the third column contains the utterance transcript.

Table 3.5

Transcription Conventions

Symbol	Definition
T	Teacher
S	Single student
Ss	Group of students
(())	Researcher’s comment
< >	L1 utterances
Italics	English translation
((< >))	Romanized transliteration

Table 3.6

Transcription Sample

1	T	< بالنسبة لاختباركم > ((<balsnbh lakhtbarkm>)) <i>with regards to your exam</i> , it is done.
2	T	Okay, o kay, last time if you remember we talked about money and business, right?
3	T	We will be continuing < اللي بدأناه > ((<ally bdanah>)) <i>with what we have started with</i> Okay

- 4 T Today < لو لاحظتني في > ((<lw lahzy fy >)) *if you noticed on page 65, we are talking about more strategies for better listening and speaking*
- 5 T < احنا مرينا على بعض الاستراتيجيات > ((<ahna mryna 'ela b'ed alastratjyat>)) *we covered some of the strategies*
< اليوم بناخذ اكثر > ((<alywm bnakhd akthr>)) *today we will learn more*
- 6 T Getting meaning from context
- 7 T Sometimes you don't know the meanings of the words, right?
- 8 T < يمكن اخذتها بعد في ال > ((<ymkn akhdtwha b'ed fy al >)) *you might have taken this in reading*
- 9 T But you need to hear the whole context to be able to get all the meaning, right?
- 10 T Okay, today we will do the same thing here
- 11 T Discusses questions with your classmates
- 12 T < عادي بنات خرينا نجلس جنب بعض اليوم > ((<'eady bnat khlyna njls jnb b'ed alywm>)) *girls let's sit next to each other today*

All the observation notes taken by the researcher during the lessons were typed up (see appendix G for an excerpt from observation notes) and organized based on the chronological sequence of the lectures. These field notes were used alongside the contextual information in the transcripts of the audio recording to help establish possible reasons why the participants used L1 (Arabic) in their EFL classes. Observation data also contributed in shedding light on teachers' practice with regards to language use. The field notes from the observation were thus compared with the audio recording transcriptions to account for functions or purposes of L1 rather than L2 use.

Once transcribed protocols for data analysis had been produced, all instances of L1 use were identified in the data before proceeding to coding and quantification. A set of codes (taxonomy of functions) was adapted from previous studies (Sali, 2014; Alraban *et al*, 2016; Lo, 2015) and used to assign functions to L1 utterances in the transcripts. After rereading all the L1 episodes multiple times, the coding system was finalized, and all L1 instances were placed into one of the subcategories within one of the three highest level categories, as seen in Table 3.7.

Table 3.7

Taxonomy of functions of L1 use

L1 use (taxonomy of functions)	Definition	Subcategories	Example
Pedagogical/ Academic	Related to explaining aspects of the target language including: translation of difficult words, eliciting, revising and checking comprehension	1. Explaining aspects of the lesson. (in the example, the teacher is explaining the meaning of the phrase <i>do your bit</i>)	What does it mean? When you "do your bit"? مثلا انتي تشتغلين في < > البيت وانا قاعدة اقولك ((<mthla anty tshtghlyn fy albyt wana qa'edh aqwlk >)) <i>you are working at home and I tell you please do your bit.</i> يعني تسوي الشيء < زي ما اقول , المطلوب منك < > ساهمي ((<y'eny tswy alshy' almtlwb mnk, zy ma aqwl sahmey >)) <i>do what's asked of you or contribute</i>
		2. Eliciting	<? معناها سمعتي ايش> ((<m'enaha sm'ety aysh >)) <i>that means you heard what?</i>
		3. Translation of words	Deposited means <إيداع> ((<eyda'e>))
		4. Checking comprehension	<كلكم نفس الشيء> ((<klkm nfs alshy>)) <i>are you all the same?</i>
Logistic/ Managerial	Concerning how the classroom is run by the teacher, giving instructions and drawing attention.	1. Giving instructions	عادي بنات خلينا نجلس < > جنب بعض اليوم ((<eady bnat khlyna njls jnb b'ed alywm>)) <i>girls let's sit next to each other today</i>
		2. Drawing attention	write it < يا بنات > ((<ya bnat >)) <i>girls</i>
Social/Cultural	Associated with establishing rapport and common cultural background	1. Establishing rapport	رددي وراه لاتستحين < > ((<rddy wrah latsthyn >)) <i>Repeat after him</i>

			<i>don't be shy</i>
		2. Drawing upon shared cultural expressions	< يرحمكم الله > ((<y rhm km allh >)) ((a girl sneezed and the teacher responded)) <i>May Allah Bless you.</i>

Once the codes were established, all the relevant utterances were analysed. The initial process was slow and problematic because there was some doubt in where to place some utterances. However, I assigned the function of each utterance based on what I felt to be its purpose. For the coding, it was important to assess inter-rater and intra-rater reliability. With respect to the former, the researcher therefore asked a colleague at COLT who was an assistant professor with some experience of qualitative data analysis to code 10% (11 utterances) of the utterances where L1 was used without seeing how the researcher had coded them. There was a hundred percent agreement between the researcher and the co-rater. To assess intra-rater reliability, the researcher reviewed the transcribed audios and the coded utterances after a certain time (a week) had elapsed from the initial coding. The transcripts with Arabic utterances were printed and coded again without looking at the initial coding. She then compared with the previous coding. It must be admitted, however, that since the first coding took a lot of time and effort and the utterances were not that many (110 Arabic utterances) the coding system and the utterances were still fresh in my mind when I did the second coding. I was unable to wait more than a week due to the short time available to complete the research on time.

3.3.4.2 Questionnaires

Data from the questionnaires was transferred into digital format in SPSS for the purposes of statistical analysis. The data consisted of rating responses on a 1-5 scale for each questionnaire item, and for descriptive purposes this was summarised using means and standard deviations (SD) for each item, for teachers and students separately.

Before using inferential statistics, I first checked the normality of distribution of the data, using the one sample K-S test with Lilliefors correction. The data proved to depart significantly from normality of distribution, so non-parametric statistics were used to assess significances.

I applied two main significance tests. First, in order to deal with RQ2 and assess, for each item, whether teachers exhibited a significant tendency to agree or disagree with that item, as against 'sitting on the fence', I employed the Binomial test. This established whether significantly more teachers responded by choosing 4 or 5 on an item than responded 1 or 2. If so, that indicated significant agreement with the proposition expressed in the item. If significantly more teachers responded 1 or 2 on an item than responded 4 or 5, then that indicated significant disagreement with the proposition expressed in the item. If the result was not significant, that indicated that participants did not definitely differ from the midpoint rating of 3 and so did not express any clear preference for or against the proposition expressed in the item. The same procedure was applied to the student responses to each item of the student questionnaire.

Secondly, in order to deal with RQ4b concerning teacher - student differences in perceptions, the Mann-Whitney test was used on all 18 items where a matching item existed in both the teacher and student questionnaires. A significant result ($p < .05$) indicated a difference between the two groups beyond what might be expected simply due to sampling.

3.4 CHAPTER CONCLUSION

This study set out to investigate the use of L1 (Arabic) by teachers and students in EFL classes at a university in Saudi Arabia, as well as to find out the participants' perceptions of the use of their mother tongue (Arabic) in their EFL classes. The study followed a mixed methods research design incorporating qualitative and quantitative techniques to obtain the required data for the study. Qualitative tools (class observation and audio recordings) provided the means to investigate L1 use in EFL classes by teachers and students. Quantitative tools (two structured questionnaires) gave us insights about the participants' perception and attitude towards L1 use (Arabic) in their EFL classes. The triangulation of data through the three research instruments strengthened the validity and reliability of results. Table 3.8 below provides an overview of the research design.

Table 3.8

Summary of the study method

Research design	RQs	Instruments	Data Collection	Data Analysis
Mixed Method research design (pragmatic)	1. Do teachers and students in the Department of English Language and Translation in COLT use L1 (Arabic) in their EFL classes? If yes, for what purpose(s)?	Class observation + audio recordings	3 weeks starting March 27 th , 2017 ending April 18 th , 2017	Analysis of class observation notes, coding of audio transcripts
	2. What are the teachers' and students' perceptions about using L1 in EFL classes?	Teachers' questionnaire items + Students' questionnaire items (Six themes)	Week 3 April 19 th & 20 th , 2017	Descriptive and inferential statistics using SPSS
	3. To what extent do teachers and students' perceptions (RQ2) correspond with their practices in the classrooms	Class observation + audio recordings + questionnaires	Weeks 1- 3 March 27 to April 20 th , 2017	Comparison of results obtained from classroom

Research design	RQs	Instruments	Data Collection	Data Analysis
	(RQ1)?	(themes 1 and 2)		observation, audio transcripts, and questionnaires
	4. To what extent do teachers and students agree a) in their use of L1 and b) in their perceptions of L1 in English classes?	Class observation + audio recordings + questionnaires	3 weeks	Comparison of teacher with learner results a) descriptively, b) using inferential statistics in SPSS

In this chapter, the rationale for the research design has been outlined. In addition, a detailed description of the context in which the study took place, the participants and the procedures for data collection and analysis was presented. The next chapter presents and discusses the results of the investigation.

4 RESULTS AND DISCUSSION

4.1 INTRODUCTION

In this chapter, I will present the results and discuss the findings of the study. First, I will begin this chapter by recapitulating the research main objectives. Next, results related to observed L1 use in EFL classrooms will be outlined. Following that I will deal with findings concerning participants' perceptions of the use of L1 in EFL classrooms. I conclude with an overall discussion.

4.2 OBJECTIVES OF THE STUDY

The main focus of this research study, and hence of the account of the results below, is twofold. First, classroom observation along with audio recordings of the classes provided me with information about whether or not teachers and students in The Department of English Language and Translation in fact use their mother tongue (Arabic) in their EFL classes. Through these means, I was also able to identify types of functions where L1 was used in the EFL classes (see 4.3.1).

The second focus of the study, concerned teachers and students' perceptions about the use of their L1 (Arabic) in the EFL classes. Insights from the questionnaire responses allowed me to determine teachers and students' beliefs, emotions and attitudes with regards to L1 use in EFL classrooms (4.3.2).

I further aim to make two kinds of comparison. First, I will compare what participants report as their perceptions of how much L1 is used, and for what purposes, with their observed actual use of L1. Second, I will compare teachers' use and perceptions of L1 with students' use and perceptions of it wherever possible.

The research questions introduced at the beginning of the dissertation are repeated here for convenience:

1. Do teachers and students in the Department of English Language and Translation in COLT use L1 (Arabic) in their EFL classes? If yes, for what purpose(s)?
2. What are the teachers and students' perceptions of about using L1 in EFL classes?
3. To what extent do teachers and students' perceptions (RQ2) correspond with their practices in the classrooms (RQ1)?
4. To what extent do teachers and students agree a) in their use of L1 and b) in their perceptions of L1 in English classes?

4.3 RESULTS

4.3.1 L1 use in EFL Classrooms in our context

The first research question is related to whether or not L1 is being used in EFL classes by Saudi teachers and students whose mother tongue is Arabic, and if so, for what purposes. This is answered from the observation and audio-recording data, which at the same time allows me to answer RQ4a, concerning how similar teachers and students are in their use of Arabic in class.

4.3.1.1 Amount of use of L1 Arabic

Tables 4.1 and 4.2 show the results obtained from the audio transcripts and the free field notes concerning the amount of use of L1 Arabic.

Table 4.1

Language use based on audio recording transcription

Lecture No.	Total No. of words	Total No. of utterances		No. of teacher's utterances		No. of student's utterances	
		English	Arabic	English	Arabic	English	Arabic
1(Teacher1)	1586	124	28	100	24	24	4
2(Teacher1)	1285	115	20	100	20	15	0
3(Teacher2)	1300	121	0	103	0	18	0
4(Teacher3)	3855	201	0	114	0	87	0
5(Teacher3)	3370	137	0	85	0	52	0
6(Teacher3)	3051	132	0	82	0	50	0
7(Teacher4)	1651	131	0	104	0	27	0
8(Teacher5)	3076	228	0	128	0	100	0
9(Teacher6)	6023	557	0	296	0	261	0
10(Teacher7)	5256	227	0	117	0	110	0
11(Teacher1)	2770	165	62	111	62	54	0
12(Teacher7)	5125	190	0	103	0	87	0
13(Teacher6)	3146	301	0	159	0	142	0
14(Teacher4)	3233	129	0	79	0	50	0
15(Teacher5)	3636	218	0	147	0	71	0
16(Teacher6)	3130	265	0	141	0	124	0
17(Teacher3)	4024	165	0	108	0	57	0
Total no. of utterances and percentages		3516		2183		1333	
		3406 (97%)	110 (3%)	2077 (95%)	106 (5%)	1329 (99.7%)	4 (0.3%)

Table 4.2

Language use by teachers based on free field classroom observation notes

Teacher	Lecture No.	Subject of class	Students' Level	Language use by teacher	
				English	Arabic
1	1	Listening & speaking 2	4 (upper-intermediate)	√	√
	2	Reading 2	4 (upper-intermediate)	√	√
	11	Reading 2	4 (upper-intermediate)	√	√
2	3	Listening & Speaking 2	4 (upper-intermediate)	√	
3	4	Grammar 3	5 (advanced)	√	
	5	Grammar 3	5 (advanced)	√	
	6	Grammar 3	5 (advanced)	√	
	17	Grammar 2	4 (upper-intermediate)	√	
4	7	Listening & Speaking 3	5 (advanced)	√	
4	14	Listening & Speaking 3	5 (advanced)	√	
5	8	Reading 3	5 (advanced)	√	
	15	Reading 3	5 (advanced)	√	
6	9	Listening & Speaking 2	4 (upper-intermediate)	√	
	13	Listening & Speaking 2	4 (upper-intermediate)	√	
	16	Listening & Speaking 2	4 (upper-intermediate)	√	
7	10	Grammar 2	4 (upper-intermediate)	√	
	12	Grammar 3	5 (advanced)	√	

The results of the transcripts of the audio recordings of the teaching sessions (Table 4.1) indicate that out of the 3516 utterances counted in all the 17 teaching sessions only 110 utterances were in Arabic: all the other utterances (3406) were in English. Arabic utterances represent only 3% of the overall utterances which indicates minimal use of L1 (Arabic) in the observed EFL classes.

With regards to teachers' L1 use, the count of utterances shows that Arabic represents only 5% of the teachers' utterances and this was all produced by one teacher. Teacher1 in lecture No.1 used 24 Arabic utterances from a total of 124. This represent 19% which we consider a minor use of L1 when compared to L2 utterances (English) which represent 81%. In lecture No.2 the teacher used Arabic in 20 utterances which constitute 17% of the overall teacher's utterances produced in that lecture. This again proves minor use of L1 compared to L2 utterances which form 84%. In lecture No.11, the teacher however used Arabic in 62 utterances. This lecture contains the highest L1 use. The Arabic utterances formed 36% while English utterances were 64%. This will be discussed further in the next section.

The observations of seven teachers on different teaching sessions during the period of three weeks therefore revealed that only one teacher resorted to L1 occasionally, in three lessons, and only the students attending one of that teacher's classes used L1 (Arabic) as well. All the other teachers seem to implement an English-only policy. In some classes, there were clear instructions to use L2 "English please" or to avoid L1 "no Arabic". This indicates perseverance in using English in EFL classes and only minor use of L1 in these classes.

I cannot however rule out the possibility that teachers (and students) were behaving unlike they usually do, for the benefit of the observer. It is well known, and reflected in terms used by researchers such as 'Hawthorne effect' (Clark and Sugrue, 1991) and 'Observer's paradox' (Cukor-Avila, 2000), that those observed may behave differently when they are observed from their normal unobserved behaviour. We hoped to have avoided this by observing each teacher multiple times, so that everyone got used to the presence of the researcher, and by clearly presenting the researcher to the teachers and students as being present purely for research, done at a different university, and not in any way connected with any evaluation of the teachers or the students by the university or department they were in. Furthermore we had not alerted participants to the fact that our focus was on L1 use.

As for students' use of L1 (Arabic) in their English classes, Table 4.1 shows almost no use of L1 (Arabic) in their EFL classes, thus we answer RQ4a in the negative. The students from level 4 (upper intermediate) used Arabic only in one class, and they only produced 4 utterances. These utterances make up 0.3% of students' overall utterances. This shows extremely little use of Arabic in EFL classes by the students being studied. I may speculate that this was because their teachers use only English and because their relatively high proficiency allowed them to speak in English when required. Only students who attended Teacher1 classes (the only teacher who uses Arabic) used Arabic minimally (only 4 utterances) and only in one of her classes (Table 4.1). My interpretation is that this could be due to the complexity of the topic discussed in that particular lesson. The one class where students used their mother tongue (Arabic) was a Listening & Speaking class. The lesson was a continuation of a previous class which the researcher did not attend. The teacher and the students were carrying out exercises in the textbook. They were discussing issues related to money and since there was a lot of financial terminology, students felt the need to refer to banking processes like withdrawing and depositing in their mother tongue (Arabic). For instance, in the following interchange the teacher asks students for the meaning of a technical term and a student, rather than supplying a paraphrase in English, for example, simply provides a translation into Arabic (which is in fact not fully correct, as a checking account is a specific type of bank account):

1. 133 T <لاحظي هنا يقول لك> ((<lahzy hna yqwl lk>)) *notice here he says most of us all over the world have checking account* <اش معنى> ((<ash m'ena>)) *what does it mean checking account?*
- 134 S <حساب بنكي> ((<hsab bnky>)) *a bank account*

It must be noted, however, that students in all classes tended to speak less than teachers did, sometimes much less (see Table 4.1). Furthermore, I observed that the speaking

was often done by only a few students. This was made possible by the fact that the teachers followed a teacher-directed method of delivering the lessons which did not rely heavily on student involvement and speaking. All seven teachers stood in front of the class and delivered the content of the lesson and the information required in their English classes. For this reason, it is possible that many students said nothing in Arabic because they said little at all, so said little in English either. This again could be a Hawthorne effect which we mentioned earlier. I cannot be certain whether many students who said little/nothing when we observed might normally have said more, and said it in Arabic: with an observer present, however, possibly they did not want to show insufficient proficiency in English by using Arabic, and perhaps said less in English than they usually would, since if one remains silent then one cannot make a mistake. Student reluctance to speak is evidenced for example in utterance 66ff in the transcript in appendix F. The teacher explicitly asks the students to pronounce what they hear in an audio clip, and then again, in Arabic, to "repeat after him", but in fact no student speaks aloud anything that is heard, and the teacher makes no further effort to get them to speak.

Overall, it is evident however that teachers and students in the department of English Language and Translation did not use their L1 (Arabic) in their English classes, at least while the observer was present.

4.3.1.2 Functions for which L1 Arabic is used

RQ1 requires us to look further at the specific functions of Arabic, when it was used. The number of utterances produced by the students was very small, and all given as responses to the teacher's questions. Thus, students' responses were excluded from further consideration. Our corpus of Arabic utterances is thus the 106 utterances of Teacher1 in three classes. Table 4.3 shows the functions of L1 (Arabic) used by Teacher1 in her three different lectures.

Table 4.3

Categories and subcategories of functions of Arabic used in English classes (Listening & Speaking 2 and Reading 2)

Functional categories	No. of utterances (total= 106)	Percentage
Pedagogical/ Academic	67	63 %
Explain aspects of the lesson content	11	16 %
Eliciting L2 speech	22	33 %
Translating words	21	31 %
Checking comprehension	13	20 %
Logistic/ Managerial	18	17 %
Giving instructions	13	72 %
Drawing attention	5	28 %
Social/Cultural	21	20 %
Establishing rapport	13	62 %
Drawing upon shared cultural expression	8	38 %

As shown in table 4.3, L1 (Arabic) was most widely used for academic / pedagogical purposes (67 utterances) serving a number of specific functions: explaining aspects of the lesson, eliciting, translating words and checking comprehension. This is similar to what Sali (2014) found.

Eliciting is the mostly-used function of L1 with a total of 22 utterances. This is rather understandable since the students, as I mentioned before, appeared reluctant to participate. Thus, the teacher would sometimes try to prompt learner language production by making sure that the question eliciting a response was understandable, by virtue of being in L1. Naturally, students will be reluctant to respond if they are not sure what the teacher is actually asking. If

the teacher asks in L1 then this problem at least is removed, and the task becomes one of speaking only, not also listening comprehension.

Excerpt 1: Eliciting L2 speech

1. 57 T if I tell you for instance: give me fourteen dollars, and you gave me 40
<معناها سمعتي ايش> ((<m'enaha sm'ety aysh >)) *that means you heard what?*
3. 120 S I went to the market and I bought something for 6 but I had only 5 and I went
after that every day but I forgot each time to give it to them.
- 121 T sometimes we forget, right?
- 122 T So in real life situations sometimes it is different but <ال> ((<ell>)) *the rules*
<المفروض نسوي ايش؟> ((<almfrwd nswy aysh >)) *what are we supposed to do?*

Translating words is the second most used function of L1, with 21 utterances. The teacher in these cases was drawing upon Arabic in order to provide Arabic equivalents of English words. The translation of English words might be argued to be the second most common use of L1 due to the nature of the program. The students are undergraduates in the Department of the English Language and Translation, so translation lies at the heart of their major, and this teacher may feel responsible to introduce them early to the field. However, we might equally argue that many works on vocabulary teaching in EFL contexts, regardless of programme or level, show translation to be the commonest method of explaining word meaning that is used by teachers who know the L1 (e.g. Nation, 2008). We may also refer to Lo (2015 p. 270) discussed in chapter 2 (section 2.3.1.1) who reports in his quite different Hong Kong context a similar finding to ours that "with students highly proficient in L2, teachers used little L1, mainly to provide translation equivalents for L2 subject-specific vocabulary items."

Excerpt 2: Translating words

1. 133 T <لاحظي هنا يقول لك> ((<lahzy hna yqwl lk>)) *notice here he says most of us*
all over the world have checking account <اش معنى> ((<ash m'ena>)) *what*

does it mean checking account?

- 134 S <حساب بنكي> ((<hsab bnky>)) *a bank account*
- 135 T <معناها حساب بنكي صح> ((<m'enah hsab bnky, Sh>)) *it means a bank account, right*
2. 136 T What does it mean “deposit”?
((silence))
- 137 T <ايداع > ((<ayda'e>)) ((the Arabic translation of deposit))

The use of L1 (Arabic) for checking comprehension is another function observed in Teacher1’s classes. This function comes third among the academic functions with 13 utterances. The teacher asks students about their comprehension in L1 following the explanation of various aspects of English. This form of comprehension checking, however, relies on students knowing if they have understood, and reporting truthfully in reply: sometimes students may in fact say they have understood when they have not, to save face. It is not the sort of comprehension check where the teacher asks the student to say in L1 the meaning of the relevant L2 word or sentence, in order to conclusively prove if they have understood it correctly or not. That interestingly never occurred. Checking for comprehension in L1 in this way seems to provide the teacher with a speedy technique to gain some feeling for students’ understanding throughout the lesson.

Excerpt 3: Checking comprehension

1. 36 T Ok, we’ll listen to it again and check your answers, ok? And decide if you wrote the right answers.
((audio segment replayed))
- 37 T Ok, did you get them?
- 38 Ss Yes
- 39 T seriously all of you?

- ((silence))
- 40 T <كلكم> ((<klkm>)) *all of you?*
2. 67 T Let's start from the first one:
- 68 T Forty
- 69 T <كلكم نفس الشيء> ((<klkm nfs alshy>)) *are you all the same?*
- 70 Ss Yes
3. 86 T ok, <كلنا حليناها صح بنات> ((<klna hlynaha sh bnat>)) *Girls, did we all get them right?*

Furthermore, the teacher in the observed classes was found to employ L1 (Arabic) to give extended explanations of key concepts. This particularly happened when the concepts were not straightforward and familiar to the students.

Excerpt 4: Explaining aspects of the lesson content

1. 140 T Balancing your check book
- <طبعا احنا في السعودية يمكن ما نستخدم> ((<tb'ea ahna fy als'ewdyh ymkn ma nstkhdm>)) *of course in Saudi Arabia we don't use check book in Britain and some other countries they do use it more than us.*
- 141 T We use mostly credit cards or cash
- 142 T That means that they check to make sure that they did not make a mistake. It means I receive my statement, I take a look at the statement and I check my money.
- 143 T <أحيانا بالغلط ممكن الكاشير عاطيني زيادة أو ماخذ مني يحط لك زيادة صفر و انت تسوين العملية و تروحين فلما يجيك المسج هذا ع الجوال ممكن تكتشفين انك دفعتي 300 او 600> ((<ahyana balghlt mmkn alkashyr 'eatyny zyadh aw makhd mny yht lk zyadh sfr w ant tswyn al'emlyh w trwhyn flma yjyk almsj hda 'e aljwal mmkn tktshfyn ank df'ety 300 aw 600>)) *sometimes by mistake the cashier may give you more or take more. Put an extra zero while you pay in span and then you go home and check your messages to find out you paid 300 or 600 instead of 30 or 60.*
- you need to check your balance to make sure there's no mistake, ok?

With regards to examples of the logistic or managerial function of L1 detected in the observed classes, the instances fall into two subcategories: giving instructions and drawing attention. The former was the more frequently occurring with 13 utterances (72%). The latter was the less frequent within the managerial category with 5 utterances (28%).

In episodes where Arabic was used to give instructions, the teacher repeatedly shifted to Arabic whenever the class was about to start a new activity, or needed instructions on how to work together. In the examples below the teacher draws on L1 to instruct the students about how to work together or what to do in a given activity.

Excerpt5: Giving instructions

1. 28 T < طبعاً راح نسمع لمجموعة من ال > ((<tb'ea rah nsm'e lmjmw'eh mn al>)) *of course we will listen to a number of advertisements*
- 29 T listen to the question of each advertisement after that I stop
- 30 T < كالعادة نوقف شوي و راح تحلين > ((<kal'eadh nwjf shwy w rah thlyn>)) *as usual I will stop the recording and you try to answer*
- 31 T < بعدين أشغل لك بقية المقطع > ((<b'edyn ashghl lk bqyh almqt'e >)) *then I will play the rest of the audio*
then you decide whether your answer is right or not
- 32 T < خلينا نسمع المقطع مع بعض > ((<khlyna nsm'e almqt'e m'e b'ed>)) *let's listen together*
- 33 T You decide he is talking about what, ok
- 34 T write it < يا بنات > ((<ya bnat >)) *girls*
and give me the clues
- 35 T < اكتبني جنبها في الفراغ > ((<aktby jnbha fy alfragh>)) *write it down in the blank*
ok?
(audio segment running)
2. 87 T now when practice with teens and tens
< زي ما اتعودنا بنات نشغل كل ثنتين كل واحدة تجي عند الثانية ابغاكم ثنتين ثنتين > ((<zy ma

at'ewdna bnat nshtghl kl thntyn kl wahdh tji 'end althanyh abghakm thntyn thntyn >)) *as usual we need to work in twos. Please each one come closer to the other. I want you in twos.*

ok?

- 88 T Ok, can you move here please <علشان تصيروا كلم ثنتين ثنتين> ((<'elshan tsyrwa klkm thntyn thntyn >)) *so we have groups of two.*

In some situations where the teacher wishes to attract the students' attention, she would also resort to Arabic.

Excerpt 6: Drawing attention

1. 52 T <يلا > ((<ylla >)) *come on*
2. 133 T <لاحظي هنا يقول لك> ((<lahzy hna yqwl lk>)) *notice here he says most of us all over the world have checking account* <اش معنى> ((<ash m'ena>)) *what does it mean checking account*
3. 29 <ولاحظي طبعاً يا بنات> ((<Wa lahthy tb'ea ya bnat>)) *see here girls*
4. 30 T When you skim at least paragraphs a, b, and c, try to look for general ideas, okay
<حوش الفكرة الاساسية يابنات> ((<Wesh ell fekra alraeesia ya banat?>)) *what is the main idea, girls?*

The last general functional category is the socio-cultural function embracing two more specific functions: establishing rapport and drawing upon cultural expressions. Using Arabic to establish rapport means that the teachers shifts to Arabic in order to provide “a sense of shared linguistic and socio-cultural identity in the classroom” (Sali, 2014). The teacher in the observed lesson resorts to Arabic 13 times to create a social bond rather than an instructional one.

Excerpt 7: Establishing rapport

1. 53 T <مو معي اليوم انتم> ((<mw m'ey alywm antm>)) *you are not paying attention to me today*

2. 103 T When you are reading something, <الناس يقولون لك اقرئي بين السطور> ((<Elnas yagolon lek agra'ee ben alsotoor>)) *people tell you to read between the lines.*

3. 66 T ((<...la tsthyn >)) *...don't be shy.*
 Ok
 ((silence))
 ((audio segment playing))

Drawing upon shared cultural expressions is the last function which we found served by the teacher's shift to Arabic in EFL classes. This function was found in 8 episodes and is characterised by the use of an L1 word or expression which has no exact counterpart in L2, with the same cultural overtones, and so serves to emphasise what the teacher and the class share in terms of culture and religion. In both these examples the Arabic expression contains a reference to Allah (*w alla, inshalla*), which of course has no English counterpart with the same religious and cultural overtones. In the first example in the given excerpt, the Arabic expression conveys surprise (the nearest English translation being *Good God?*). In this example, the teacher is surprised that the students don't carry out any banking procedure online. Example 2 in the excerpt shows a cultural and a religious aspect shared by the participants in the expression *inshalla* (whose nearest English equivalent is *God willing*).

Excerpt 8:

1. 24 T Have you ever tried to call your bank by phone, e-mail, or whatever?
 ((silence))

- 25 T Never?
 ((students shook their heads))

26 <والله> ((<wallah)) *really?*

2. 152 T next time <انشا الله رح اجيب معاي الدرجات> ((<enshalla rh ajyb m'ey aldrjat>)) *God willing, I will bring your grades and you will see your results.*

To conclude, answering RQ1, the teacher in the three observed classes where L1 was used was found to resort to L1 (Arabic) from time to time to in all the three main functions found in other studies in the literature:

1. L1 was mostly used for academic purposes and particularly to elicit the students' responses in the observed classes.
2. L1 was frequently found to be used to play a logistical role in the observed classes with "giving instruction" being the most repeated function in this category.
3. L1 was also observed to play a social/cultural function displayed by the teacher to establish linguistic rapport or cultural connections with her students.

4.3.2 Participants' perceptions about L1 use in EFL classrooms

The questionnaires covered a wide range of teacher and student beliefs, perceptions and attitudes. In order to effectively answer not only RQ2, but also RQ3 and RQ4b, we will examine the responses in subsections covering relevant thematic subsets of items separately. In each we will then present what the teacher and student perceptions were (RQ2), how they differed from each other (RQ4b), for items where a comparison can be made, and whether they are consistent with the observation findings (RQ3), where a comparison is possible (4.3.2.1, 4.3.2.2).

In this account, I refer to the questionnaire items with shorthand labels such as ST2 meaning 'Item 2 in both the teacher and student questionnaire' and T29 meaning 'Item 29 in the teacher questionnaire'.

4.3.2.1 Perceptions of the amount of use of L1 occurring or allowed in class

Several items in both the student and teacher questionnaires allow me to ascertain how much the participants thought English was used and also what they perceived as allowed or encouraged (RQ2). This data further allows for comparisons both between teachers and students (RQ4) and between reported/believed use and observed use (RQ3).

As Table 4.4 shows, there were no significant differences between teachers and students in their responses on the three items which could be directly compared between the groups. In particular, both groups disagreed, with ratings significantly below the midpoint judgment of 3 on the response scale, that they used English all the time in class (ST3). This implies that there was a general perception by both teachers and students that Arabic was used some of the time. That was broadly what I had expected based on my personal experience of working in the context, but of course conflicts with the observation findings where in fact only one teacher used Arabic at all, and students almost never did, which, if reflected in the questionnaire findings, would have yielded means of 4 or more, significantly above the midpoint.

One possible explanation for this is that the observation data was, due to observer effects such as we discussed above, not representative of normal classes. Alternatively perhaps the teachers and students were including in their report a broader range of classes than I had observed, including translation classes where Arabic would of necessity occur. Again, maybe the teachers chosen for the observation were untypical of the wider range of teachers considered in the questionnaire survey. In any event the result is different from that which we might have expected, such as that observed use of L1 would be similar to what was claimed (as in Edstrom, 2006), or, if anything, greater rather than less than what was claimed (e.g. Manara, 2007).

Table 4.4
Teacher and student responses about amount of use of L1 in class and how much it is allowed

		Students		Teachers		Comparison	
Item No.	Student and/or teacher item	Mean	SD	Mean	SD	Z	p
ST28	Teachers ignore students who use Arabic to ask questions in the English classes /I don't answer students who ask questions in Arabic during my English classes.	3.24**	1.00	3.37*	1.07	-.74	.463
ST21	Arabic is banned in my English classes.	3.28**	1.19	3.00	1.26	-1.2	.245
S12	The teachers are against using Arabic in their English classes.	3.34*	1.14				
ST3	I use English all the time in my classrooms.	2.57**	1.14	2.53*	1.14	-.18	.860
T22	I discourage students to use Arabic in my English classes.			2.43*	1.25		
T4	I allow my students to use Arabic in my English classes.			2.40*	1.16		
T29	I don't accept students' answers in Arabic if I asked a question in my English classes.			2.27**	1.05		

* = significantly greater or less than the midpoint rating of 3, $p < .05$

** = significantly greater or less than the midpoint rating of 3, $p < .01$

With respect to the statement that Arabic was banned in class (ST21, supported also by the response to S12), again the result does not conform to the observation in that the teachers did not endorse this with a mean rating significantly greater than the midpoint (3=undecided) as might have been expected. In fact, the relatively high SD for the teachers signals the fact that the teacher mean is made up really from two groups of teachers - those

who disagreed (and rated the item 2) and these who agreed (rating 4). The student response is however significantly positive on this issue (though not statistically different from the teachers') which is more consistent with what we observed: i.e. teachers used L1 more than students.

The strongest endorsement from both teachers and students is of ST28 about whether the teacher responds to students who ask questions in Arabic. Since there were no instances of a student asking in Arabic in the observation data, we cannot however tell if this was indeed the teachers' practice, although we would guess it to be so at least for all the teachers other than teacher 1. The response to T29 interestingly suggests that teachers report being more inclined to accept an *answer from* a student in Arabic, to a question the teacher asked, than a *question asked to* the teacher in Arabic. An instance of the former was indeed evidenced in our observation data (excerpt 2, line 134 reported above), though in that instance the teacher had in fact also asked the question in Arabic.

Finally, with respect to T22 and T4, a strange feature is apparent that teachers disagree more or less equally with two opposing statements. They neither agree significantly that they *discourage* students to use Arabic in English classes, nor do they agree significantly that they *allow* students to use Arabic in English classes. Assuming that they were responding with care to the questionnaire, I can only conclude that they are undecided on this matter, which again seems to be at odds with the evidence of the observation which seems to suggest that they did in fact discourage L1.

4.3.2.2 Perceived functions of L1 in class

A number of questions were also asked about use of L1 in various possible functions in class. The list of functions which we asked about, which necessarily was devised before we gathered the observation data, was different from the list which I in fact discovered in the

observation. Nevertheless, I can again usefully compare the two results (RQ3) in some respects (Table 4.5).

Table 4.5

Teacher and student responses about functions of, or reasons for, use of L1 in class

		Students		Teachers		Comparison	
Item no.	Student and/or teacher item	Mean	SD	Mean	SD	Z	p
ST1	I find Arabic a useful tool to ask about the meaning of difficult words / I find Arabic useful to explain the meaning of difficult words.	3.98**	0.87	3.73**	1.14	-.90	.369
ST18	I use Arabic in English classes to make humorous comments, for example, telling jokes / I use Arabic in the English classes to create a relaxing environment, for example, to tell jokes.	3.02	1.14	2.90	1.16	-.52	.606
S9 T13	I use Arabic to ask about exam time and assignment deadlines / I use Arabic to remind students of exam time and assignment deadlines.	2.57**	1.07	2.83	1.21	-1.1	.266
S11	I use Arabic to talk with my classmates when doing group work.	2.99	1.09				
S10	I use Arabic because other students use it.	2.62**	1.01				
S6	I use Arabic to answer questions because it is easier than answering in English.	2.48**	1.04				
S5	I use Arabic because I cannot express myself well in English.	1.85**	0.92				
T11	I use Arabic to give instructions during test administration.			2.80	1.19		

T9	I use Arabic to check for understanding.			2.60	1.13		
T12	I use Arabic to maintain class discipline.			2.53	1.17		
T10	I use Arabic to deliver instructions as what to do in presentations and assignments.			2.53	1.14		
T6	I use Arabic in English classes to give feedback to individuals.			2.27**	1.05		
T5	I use Arabic to correct students' errors in class.			1.97**	1.03		

* = significantly greater or less than the midpoint rating of 3, $p < .05$

** = significantly greater or less than the midpoint rating of 3, $p < .01$

First of all, it is noticeable that only one function gains a degree of endorsement significantly positively (above the midpoint of the agreement scale), and indeed with no significant difference between teachers and students. That is the use of L1 in relation to vocabulary (ST1), either expressing meaning (teacher) or asking about meaning (student). At least with respect to the one teacher who used L1 at all, this accords well with the observation finding where translating words was one of the highest occurring functions. The other highly observed function, elicitation, was not asked about in the questionnaire.

The second most recognised function in the questionnaire concerned using L1 for expressing humour (ST18). Again, there was no difference between teachers and students, but this item only gained agreement around the midpoint of the scale. This category corresponds most closely to that of rapport in the analysis of the observation data. Rapport was indeed observed being established through L1 by the one teacher who used L1 in the observation. However, it never took the form of humour or jokes.

The third most endorsed function, was almost on the midpoint (2.99) and not significantly above or below it. This was using L1 during groupwork (responded to only by

students, S11). This we did not observe since none of the teachers in fact had any groupwork in their classes.

Endorsed significantly negatively by students (S9) and around the midpoint by teachers (T13, T11) was the use of L1 to give instructions about exam times and assignment deadlines and the like. This would come under the category of giving instructions in my observation analysis. In fact, the teacher who used L1 did give instructions for class tasks in L1 (similar to T10 in the questionnaire) but we never observed her using L1 for times and deadlines.

Teachers also around the midpoint agreed that they used Arabic to check for understanding (T9). That indeed was also observed from the one teacher who used L1 at all, as seen in 4.3.1.2. Other functions which the teachers claimed to use L1 for, around or below the midpoint of the scale, were not seen by the researcher in the observation. One was using Arabic to maintain class discipline (T12), but at the educational level I was concerned with, discipline was not a problem (compared, say with what might occur in intermediate school) so we did not observe this function. The others concerned giving feedback or correction in L1 (T6, T5). Even the teacher who used L1 did not use it systematically in this function, although of course I have no evidence of what language the teachers may have given written feedback in.

Finally, it is notable that the students significantly rejected the idea that they used L1 because other students used it (S10), to answer questions because it is easier than answering in English (S6), or because they could not express themselves in English (S5). This is consistent with their observed almost zero use of Arabic, and with the explanation that they were of a proficiency level which meant that they had little need to fall back on L1.

4.3.2.3 Beliefs about what should happen with respect to L1 use in class

I not only asked participants to report, as described above, what they *did* or what *occurred* in their classes with respect to L1, but also what they *wanted* or thought *should* occur, which is often seen as central to beliefs in contrast with practices (Borg, 2001).

Table 4.6
What teachers and students want, or believe should happen, with respect to use of L1 in class

		Students		Teachers		Comparison	
Item no.	Student and/or teacher item	Mean	SD	Mean	SD	Z	p
ST14	Using Arabic in the English classes is wrong / The use of native language should be banned in any English language classes.	3.37**	1.00	3.33	1.03	-.13	.899
S4	Teachers should not use Arabic in English classes.	3.44**	1.12				
ST8	Arabic must be used as little as possible in English classes.	1.98**	1.28	2.23**	1.38	-1.1	.270
ST2	I want the teacher to speak only English during the class session / I want my students to speak only English during the class session.	1.86**	0.99	1.73**	1.01	-.91	.365

* = significantly greater or less than the midpoint rating of 3, $p < .05$

** = significantly greater or less than the midpoint rating of 3, $p < .01$

As Table 4.6 shows, the participants exhibited contradictory beliefs, with no significant differences between teachers and students (where a comparison could be made). On the one hand, they highly significantly agreed with the proposition that L1 was wrong, should be banned etc. (ST14, S4). On the other hand, they also significantly rejected the idea that L1 should be used as little as possible and only English L2 used (ST2, ST8). This can only be explained as indicating some internal conflict in the respondents concerning their belief about the role of L1. They think they ought to say that it should be banned, but at the same time they do not really want to exclude it altogether. Possibly, as many people

experience with quitting smoking, it is a conflict between what they think is right (stop smoking / using L1) and what they personally actually want to do (carry on smoking / using L1 to some extent). The notion of teachers holding conflicting beliefs at the same time is not unknown in the literature. For instance, Mak (2011) found it in EFL trainee teachers with respect to communicative language teaching, which, like banning L1, is something that teachers often think they *should* be using but cannot quite bring themselves to accept 100%.

4.3.2.4 Perceptions of positive and negative effects associated with L1 use in class

Aside from what happens or should happen, I asked a number of attitudinal questions to elicit what negative or positive effects the participants thought that use of L1 had, reported respectively in Tables 4.7 and 4.8. Following the literature, I covered both pedagogical and affective/emotional effects. Since the observation could not provide data on actual effects, I cannot here continue answering RQ3, but I can cover RQ2 and RQ4b.

Table 4.7

Teacher and student perceptions of negative pedagogical or emotional effects of use of L1 in class

		Students		Teachers		Comparison	
Item no.	Student and/or teacher item	Mean	SD	Mean	SD	Z	p
S19 T23	Using Arabic in English classes is a waste of time / Using Arabic in English classes deprives students of exposure to the L2.	2.48**	1.21	2.43*	1.28	-.50	.616
ST15	Using Arabic prevents me from developing my ability to speak in English / Using Arabic hinders English language production.	2.40**	0.91	2.50*	1.04	-.43	.671

ST25	Allowing Arabic to be used in English classes encourages me to make small side-talks with my friend(s) / Allowing Arabic to be used by students in English classes encourages unrelated side-talks.	2.41**	0.79	2.37**	0.81	-.26	.798
ST30	Because I can use Arabic in English classes, I don't have to work hard to communicate in English / Using Arabic in English classes increases students' laziness in communicating in English.	2.15**	0.94	2.20**	0.96	-.23	.815
S27	Using Arabic in English classes confuses me.	3.01	0.94				
S23	I feel upset when my classmates start talking in Arabic during group work.	2.52**	1.33				
S29	English classes where teachers use Arabic are boring.	2.27**	1.06				
T19	Using Arabic in English classes undermines the English learning process.			2.50*	1.17		

* = significantly greater or less than the midpoint rating of 3, $p < .05$

** = significantly greater or less than the midpoint rating of 3, $p < .01$

Concerning possible negative effects of use of L1 (Table 4.7), it can immediately be seen that in cases where teachers and students responded on essentially the same issue, there was never any disagreement between them. It is also apparent that neither teachers nor students endorsed significantly positively any of the proposed negative effects: on all issues except one they significantly disagreed with the statement provided. Only the idea that Arabic in the English class was confusing emerged as something that students were undecided on (S27).

Among the other attitudes, those less strongly rejected were the affective proposal that classmates talking in Arabic during group work made the student upset (S23) and the pedagogical objection that L1 took away from time better spent on L2 and so damaged learning (S19, T23, T19). The latter is of course a standard suggestion in the literature provided by opponents of L1 in class. On the other hand, the most strongly rejected ideas were that use of L1 was boring or a lazy option (S29, ST30).

While no negative outcomes of use of L1 were positively endorsed, there was some indication of stronger support for positive outcomes (Table 4.8). Two propositions were supported positively by teachers and significantly so by students (ST16 and S22). One (ST16, supported also by T20) concerned the affective benefit of L1 on students feeling more comfortable, the other the more pedagogical benefit of L1 aiding class participation. Both these imply that some students possibly do not have sufficient English proficiency to operate freely in class exclusively in English.

Around the midpoint of the agreement scale, there was indecision as to whether L1 aided learning or comprehension of English in class (ST7, S13, T27). For ST7 the relatively high SDs show that there was a wide spread of opinion.

Table 4.8
Teacher and student perceptions of positive pedagogical or emotional effects of use of L1 in class

		Students		Teachers		Comparison	
Item no.	Student and/or teacher item	Mean	SD	Mean	SD	z	p
ST16	Using Arabic makes me feel comfortable / Using Arabic helps students feel comfortable.	3.27**	0.82	3.23	0.97	-.17	.866
ST7	Using Arabic in class helps me learn English / Using Arabic in class helps students learn English.	2.95	1.26	2.83	1.32	-.43	.669

S13 T27	Using Arabic in English classes helps me understand the lesson better / Using Arabic in English classes aids comprehension greatly.	2.88	1.04	2.83	1.05	-.24	.811
S22	Using Arabic allows me to participate in my English classes.	3.55**	1.25				
S20	Using Arabic in English classes helps me connect new material to what I already know.	2.83*	1.03				
T20	Using English exclusively contributes to a highly stressful environment among the students.			2.80	1.16		
T17	Using Arabic in my English classes helps me develop language repertoire.			2.77	1.17		

* = significantly greater or less than the midpoint rating of 3, $p < .05$

** = significantly greater or less than the midpoint rating of 3, $p < .01$

Rather less supported by teachers, though not significantly below the midpoint, was the idea that using Arabic in English classes helped develop language repertoire (T17). Significantly, students disagreed that using Arabic in English classes helped them connect new material to what they already know (S20).

4.3.2.5 Attitudes to teachers or students who use L1 in class

Finally, I asked just a few questions concerning attitudes to those who use L1. Once again teachers and students agreed. They positively endorsed the view that teachers who used L1 were incompetent/unprofessional (S17, T24), despite in sections above having shown that they deemed some use of L1 to be desirable. They were less hard on the students, in that they did not depart significantly from uncertainty on the issue of whether it was weaker students who used Arabic (S24, T26). Indeed, the students (S26) significantly rejected the idea that good students never used L1 in the English class.

Despite these views, of course I have seen in the observation findings that in fact it was a teacher who used L1 extensively and not students.

Table 4.9

What teachers and students believe about those who use L1 in class

		Students		Teachers		Comparison	
Item no.	Student and/or teacher item	Mean	SD	Mean	SD	Z	p
S17 T24	Teachers who use Arabic in my English classes are incompetent / Teachers who use Arabic in their English classes are un- professional.	3.23*	1.17	3.13	1.01	-.54	.590
S24 T26	Only weak students use Arabic in the English classes / Students who use Arabic in English classes are the least skillful in using English.	3.05	1.14	2.70	1.18	-1.4	.163
S26	Students who are good at English never use Arabic in English classes.	2.60**	1.21				

* = significantly greater or less than the midpoint rating of 3, $p < .05$

** = significantly greater or less than the midpoint rating of 3, $p < .01$

4.4 DISCUSSION

The following discussion relates the answers to the four research questions of the study to the findings of existing studies on L1 use in EFL classrooms. The first research question focused on whether or not teachers and students in the Department of English Language and Translation use their mother tongue (Arabic) in their EFL classes and, if this is the case, for what purposes. Results based on classroom observation and audio transcripts of the observed classes revealed that the mother tongue (Arabic) was not used by either the teachers or the students in the EFL classes except by one teacher whose L1 use was considered minor, although much more than that of the students. This finding is relatively consistent with what

has been reported by Lo (2015) in which some teachers were found to use L2 (English) exclusively in classes. However, the main reason attributed to teachers' L1 avoidance in Lo's study was the strict institution policy to use L2 only in EFL classes. This reason cannot be related to why the teachers in my study avoid L1 use in EFL classes since there is no clear policy or instructions on how to teach EFL classes in DELT. The findings to answer RQ1 also corresponds with what was reported by Ghorbani (2011) in EFL institute in Iran where teachers' and learners' L1 use was found low in EFL classes.

A number of reasons could explain L1 exclusion from EFL classes found in this study, if we assume it was not due to observer effect. One may suggest that the learners are aware of the importance of practising their L2 as much as possible to master it for the required level in translation and interpretation courses later in the following years. Also, the students, undergraduates of second and third year, seem to demonstrate good command of comprehending English and producing it as well. As for the teachers, it is my belief that the lack of need to resort to Arabic in their EFL classes is the main factor behind L1 exclusion from these classes. The one teacher who used L1 may have sensed no need to restrict her classes to L2 because the way she shifts between L1 and L2 seemed spontaneous and not prompted by any pedagogical need displayed by her students because, aside from one class, her students produced their answers or participated in these classes in English.

With regards to the functions served by L1 (Arabic) in the observed classes, the present study found, as was found in other studies (e.g., Lo, 2015; Sali, 2014; Storch & Aldosari, 2010; Storch & Wigglesworth, 2003), that L1 served a number of important functions, pedagogical, managerial and cultural, with the pedagogical function being reported the highest in this study as well as in all the studies mentioned above. However, unlike the previous studies, L1 use reported in this study yielded fewer sub-categories. This would probably be due to the small amount of L1 utterances produced in this study.

Findings from the questionnaires which aimed to shed light on the participants' perceptions about L1 use in EFL classes (RQ2) showed complex and somewhat contradictory views. Based on that, one could claim the teachers and the students' beliefs and attitudes towards L1 use in EFL classes remain indecisive or conflicted. These findings were in opposition with the findings of some studies (e.g., Alshammari, 2011; Bhooth, Azman, & Ismail, 2014; Shuchi & Islam, 2016) which reported teachers and/or learners' positive view of the role L1 plays in EFL classes.

Results from comparing the participants' practices and perceptions (RQ3) showed a huge gap between they do in their EFL classes (almost no use of L1) and what they say happens in these classes (regular and appropriate use of L1). Such a contradiction was similarly reported by Lo (2015). In my context, this could be attributed to the fact that the students were majoring in English/Arabic translation, so could not think that Arabic should be excluded from classes, and perhaps were responding to the questionnaire with that in mind. Hence a clash appeared with what was observed, which did not include any translation classes. In purely EFL classes they refrained from using L1 (Arabic) probably because they perceived it as not the right class to use it in, and there was no need for it there. The teachers may have shared the same understanding.

Finally, the answer to RQ4a was that there was agreement between students and teachers in their practice of not using L1 in all the classes except those of teacher 1, where there was considerable disagreement, with the teacher using considerably more L1 than the students. With respect to RQ4b the teachers and students agreed in their perceptions, as there were no instances of a significant difference between their questionnaire responses. The findings to answer this research question cannot be compared to any findings in any other studies because none of the studies I reviewed in chapter 2 were concerned with comparing the participants' view about L1 use in L2 contexts.

4.5 CHAPTER CONCLUSION

This Chapter has presented how L1 was used in the participants' EFL classes and how L1 use was perceived by the participants in the study. In particular, I first reported the amount of L1 used by the teachers and/or the students of the study. Then, I identified the purposes of resorting to L1 in the given EFL context. Finally, I examined the teachers' and the students' beliefs, thoughts and views with regards to L1 use in L2 settings, and the comparisons between teachers and students and between beliefs and practices. In addition, discussion of these findings was provided, with reference to previous studies' findings where appropriate.

5 CONCLUSION

5.1 SUMMARY OF THE STUDY AND ITS KEY FINDINGS

The first objective of this study was to investigate teachers' and students' L1 use in L2 classes, with a secondary aim to find out the functions which the mother tongue served in the chosen L2 context. The second objective was to gain insight into the participants' beliefs and attitudes concerning the use of Arabic in EFL classes, and to further examine how far the teachers and students' perceptions were actually reflected in their classroom practice, and how far teachers and students agreed with each other in their practices and beliefs. The study was carried out at King Saud University in Saudi Arabia, in the department of English Language and Translation. A mixed method approach was adopted in order to collect data by means of multiple instruments, classroom observation, audio recordings of the teaching sessions and two structured questionnaires, for teachers and students, over a period of three weeks.

To achieve the objectives of the study, four research questions were addressed and answered as follows.

RQ1: Do teachers and students in the Department of English Language and Translation in COLT use L1 (Arabic) in their EFL classes? If yes, for what purpose(s)?

Only one teacher used L1 at all, and she employed it in a range of functions as also found in the literature, though by no means all, across the range from pedagogical (e.g. eliciting responses, explaining words) through managerial (e.g. giving task instructions) to socio-cultural (e.g. establishing rapport). The students used L1 only in that teacher's classes, and very rarely. Suggested possible reasons for this low incidence of L1 included observer effects, student proficiency level, and teacher beliefs.

RQ2: What are the teachers' and students' perceptions about using L1 in EFL classes?

Across 30 items covering five different belief/perception areas that we asked each group about, only 18% obtained mean responses where participants significantly agreed with a statement on the positive side of the midpoint. Those mainly concerned, on the one hand, the assertion that L1 was not and should not be used in the classroom, and that teachers who used it were unprofessional, and on the other hand that it was especially used for word meaning, and was seen as aiding student participation and comfort. This kind of contradictory response was suggested to reflect possibly a conflict in the minds of the teachers and indeed the students, such as is also found in other studies of beliefs and practices.

The remainder of the mean questionnaire item responses were either not significantly different from the middle 'undecided' rating, or significantly below it. Propositions most rejected by teachers included that they discouraged students to use Arabic in English classes, allowed them to do so, and used Arabic to correct students' errors in class. Those most rejected by students concerned: using Arabic because they could not express themselves well in English; wanting the teacher to speak only English during the class; using Arabic so as not to have to work hard to communicate in English. Again, some contradictory opinions were observed.

RQ3: To what extent do teachers and students' perceptions (RQ2) correspond with their practices in the classrooms (RQ1)?

There was a substantial difference between the observation data, which showed only one teacher and almost no students using L1, and the perception data, which showed both groups of respondents sometimes rejecting L1 but also on occasion reporting its general use in certain functions and with some benefits. It was suggested that differences between the samples used for each type of data gathering could explain this, or that the respondents were thinking of courses other than those observed when answering the questionnaire.

RQ4a: To what extent do teachers and students agree in their use of L1 in English classes?

The observation findings concerning what actually happened in class showed that students almost never used L1 and only one teacher did, moderately extensively. Thus, there was perfect agreement between students and teachers in non-use of L1 with all teachers except one.

RQ4b: To what extent do teachers and students agree in their perceptions of L1 in English classes?

The questionnaire findings on participants' perceptions showed that there was never a significant difference between teacher and student opinions on any issue which I asked both groups about.

5.2 IMPLICATIONS FOR L2 PEDAGOGY AND TEACHER EDUCATION

Since the amount of L1 use was small, and there are rival possible explanations for what was found, and indeed the study was not in any case designed to measure effectiveness of use of L1, it is not possible to make any categorical pedagogical recommendations. Nevertheless, we feel that educators in the context studied might take note of the following points.

Firstly, the present study shows that, when it is used, L1 performs useful functions, pedagogical, managerial and social, in the EFL classroom, just as any use of L2 does. Furthermore, both teachers and students evidence some belief in its value. Hence there is no need to outlaw it completely.

Secondly, we cannot be certain about the extent to which the students were actually understanding all the L2 input they received in the classes, but episodes in the teacher 1 transcript showed how useful L1 can be when technical words and concepts come up and

need explaining. Hence again, as many experts these days also favour (e.g. Nation, 2008; Thornbury, 2002), L1 need not be prohibited in this role at least.

5.3 LIMITATIONS OF THE STUDY

The present study is not without its limitations. First, the scope of the study was limited to a survey of 30 English teachers and 120 learners in one university in Saudi Arabia. This university, being one of the most prestigious, may not be typical of most universities in the kingdom, so we cannot definitely generalise the findings to other universities. Furthermore, all the teachers involved were Saudi. Teachers from other backgrounds, for example, Egypt, Syria, Pakistan, India and Malaysia, or even UK or Canada, who are also commonly employed in Saudi universities, were not represented. Thus, the findings concerning teachers' beliefs and attitudes should not be generalized even to all faculty members in the DELT at KSU.

In addition, the study included only students in year two and three taking EFL classes where English skills (Reading, Writing, Listening & Speaking and Grammar) were taught. Students in higher levels (year 4 and 5) who attend English linguistic classes (Syntax, Semantics, Morphology & Phonology and Pragmatics), and indeed translation classes, were excluded from the study. Foreign language classes where the students in DELT learn French were also not considered. Therefore, one cannot be sure that the findings apply elsewhere in the DELT than the levels and classes which we selected.

Second, the study was carried out over a short period of three weeks. One might speculate whether the study would have yielded different results if a longitudinal study had been conducted especially with respect to the use of L1 observed in class. Possibly if more different classes over a longer period were observed, any observer effect would disappear and a different pattern of L1 use would emerge. Finally, with hindsight, in order to be certain that

contradictory responses to some items in the questionnaires did not arise from misunderstanding the English of the questions, we feel it would have been preferable to administer the questionnaires in the L1 of the students, and indeed include interviews with both teachers and students, which due to time constraints was not possible in the current study.

Despite these limitations, the study does offer interesting insights into teachers' and learners' use of L1 in an L2 setting where such information has been hitherto lacking. It extends previous research on the use of L1 and in particular was able to deliver information which allowed comparison both of beliefs with practices and of teachers with students within the one study.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

In conclusion, it can be suggested that more research is needed to investigate the phenomenon of L1 use in L2 classrooms. The following suggestions may be taken into consideration.

A larger scale study of the same sort would be beneficial, including different English departments from various universities in KSA, and other levels of learner. In that way a better picture could be obtained of the situation at tertiary level across the country.

There is a need to explore how participants' (especially teachers') background, experience and training influences their decisions on including or excluding L1 in their L2 classes. Another under-researched area is the impact on L1 use of the precise nature of the class being taught (e.g. listening, grammar, etc.), or the specific task or activity being performed within a class (e.g. listening in pairs, whole class brainstorming before writing, etc.).

An area which KSU provides an opportunity to study is the learning of French as an L3 where English is L2. Observation of L1, L2 or L3 use in such classes, along with elicitation of belief data, would provide an interesting insight into this little researched area.

Finally, as we indicated in chapter 2, intervention studies need to be performed in order to ascertain more precisely the pedagogical role of L1 use as a means to actually foster L2 learning.

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APPENDICES

APPENDIX A

English Language & Translation Program

College of Languages & Translation

King Saud University



Academic Plan

Level	First			Second			
	Course No.	Course Name	Hrs.	Course No.	Course Name	Hrs.	
Mandatory	130	Fundamentals in Math	2	140	Introduction to Statistics	2	
	140	Computer skills	3	140	Composition skills	2	
	140	Communication skills	2	140	Learning, thinking and research	3	
	140	English (1)	8	150	Health & fitness	1	
				150	English (2)	8	
	Total			15	Total		16

Level	Third			Fourth		
	Course No.	Course Name	Hrs.	Course No.	Course name	Hrs.
Mandatory	Najd 111	Reading (1)	3	Arab 118	Reading Skills	2
	Najed 112	Writing (1)	3	Najd 121	Reading (2)	3
	Najed 113	Grammar (1)	3	Najd 122	Writing (2)	3

	Najed 114	Listening & Speaking (1)	3	Najd 123	Grammar (2)	3
	Najed 115	Dictionary Skills	2	Najd 124	Listening & Speaking (2)	3
	Najed 116	Comparative Structure (1)	2	Najd 125	Comparative structure (2)	2
	Najed 119	Building Vocabulary	2	Najd 126	Language & Culture (1)	2
	Total		18	Total		18

Level	Fifth			Sixth			
	Course No.	Course Name	Hrs.	Course No.	Course name	Hrs.	
Mandatory	Arab 119	Writing Skills	2	Arab 234	Grammar (1)	3	
	Najd 231	Reading (3)	3	Tran 241	Translation	2	
	Najd 232	Language & Culture (2)	2	Najd 243	Introduction to Syntax	2	
	Najd 233	Grammar (3)	2	Najd 244	Research Methodology	2	
	Najd 234	Listening & Speaking (3)	2	Najd 245	Introduction to Translation	2	
	Najd 235	Essay writing & summarizing	3	Najd 246	Introduction to Pragmatics	3	
	Najd 236	Introduction to Linguistics	3				
	Total			17	Total		14

APPENDIX B

Project title: The Use of L1 in EFL Classrooms: teachers and students' use and perception

The purpose of the questionnaire is to discover EFL teachers' reasons behind and attitude towards using their native language (Arabic) in English language classrooms. Your answers will be used for research purposes only.

Instructions:

Following are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion after each statement by putting an 'X' in the box that best shows the extent to which you agree or disagree with the statement.

	Strongly agree	Agree	undecided	disagree	Strongly disagree
1. I find Arabic useful to explain the meaning of difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I want my students to speak only English during the class session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use English all the time in my classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I allow my students to use Arabic in my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I use Arabic to correct students' errors in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I use Arabic in English classes to give feedback to individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using Arabic in class helps students learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	undecided	disagree	Strongly disagree
8. Arabic must be used as little as possible in English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I use Arabic to check for understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I use Arabic to deliver instructions as what to do in presentations and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I use Arabic to give instructions during test administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I use Arabic to maintain class discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I use Arabic to remind students of exam time and assignment deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The use of native language should be banned in any English language classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Using Arabic hinders English language production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Using Arabic helps students feel comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Using Arabic in my English classes helps me develop language repertoire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I use Arabic in the English classes to create a relaxing environment, for example, to tell jokes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Using Arabic in English classes undermines English learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Using English exclusively contributes to a highly stressful environment among the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	undecided	disagree	Strongly disagree
21. Arabic is banned in my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I discourage students to use Arabic in my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Using Arabic in English classes deprives students' exposure to the L2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Teachers who use Arabic in their English classes are unprofessional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Allowing Arabic to be used by students in English classes encourages unrelated side-talks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Students who use Arabic in English classes are the least skillful in using English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Using Arabic in English classes aids comprehension greatly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I don't answer students who ask questions in Arabic during my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I don't accept students' answers in Arabic if I asked a question in my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Using Arabic in English classes increases students' laziness in communicating in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thanks 

APPENDIX C

Project title: The Use of L1 in EFL Classrooms: teachers and students' use and perception

The purpose of the questionnaire is to learn about EFL students' reasons behind and attitude towards using their native language (Arabic) in English language classrooms. Your answers will be used for research purposes only.

Instructions:

Following are a number of statements with which some people agree and others disagree.

Please indicate your opinion after each statement by putting an 'X' in the box that best shows the extent to which you agree or disagree with the statement.

	Strongly agree	Agree	undecided	disagree	Strongly disagree
1. I find Arabic a useful tool to ask about the meaning of difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I want the teacher to speak only English during the class session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use English all the time in my classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers should not use Arabic in English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I use Arabic because I cannot express myself well in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I use Arabic to answer questions because it is easier than answering in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using Arabic in class helps me learn English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	undecided	disagree	Strongly disagree
8. Arabic must be used as little as possible in English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I use Arabic to ask about exam time and assignment deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I use Arabic because other students use it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I use Arabic to talk with my classmates when doing group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The teachers are against using Arabic in their English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Using Arabic in English classes helps me understand the lesson better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Using Arabic in the English classes is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Using Arabic prevents me from developing my ability to speak in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Using Arabic makes me feel comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Teachers who use Arabic in my English classes are incompetent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I use Arabic in English classes to make humorous comments, for example, telling jokes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Using Arabic in English classes is a waste of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Using Arabic in English classes helps me connect new material to what I already know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	undecided	disagree	Strongly disagree
21. Arabic is banned in my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Using Arabic allows me to participate in my English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I feel upset when my classmates start talking in Arabic during group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Only weak students use Arabic in the English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Allowing Arabic to be used in English classes encourages me to make small side-talks with my friend(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Students who are good at English never use Arabic in English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Using Arabic in English classes confuses me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Teachers ignore students who use Arabic to ask questions in the English classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. English classes where teachers use Arabic are boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Because I can use Arabic in English classes, I don't have to work hard to communicate in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thanks 

APPENDIX D

Teachers' questionnaire: correlation coefficients between each statement of the scale and the total of all the statements of the scale

No	Pearson Correlation	No	Pearson Correlation
1	0.628**	16	0.572**
2	0.738**	17	0.649**
3	0.551**	18	0.620**
4	0.833**	19	0.822**
5	0.647**	20	0.458**
6	0.627**	21	0.723**
7	0.568**	22	0.769**
8	0.458**	23	0.758**
9	0.501**	24	0.594**
10	0.596**	25	0.455*
11	0.467**	26	0.465**
12	0.484**	27	0.677**
13	0.595**	28	0.524**
14	0.711**	29	0.527**
15	0.662**	30	0.473**

Students' questionnaire: correlation coefficients between each statement of the scale and the total of all the statements of the scale

No	Pearson Correlation	No	Pearson Correlation
1	0.516**	16	0.588**
2	0.448**	17	0.532
3	0.646**	18	0.432**
4	0.674**	19	0.830**
5	0.521**	20	0.491**

6	0.535**	21	0.614**
7	0.548**	22	0.637**
8	0.544**	23	0.711**
9	0.528**	24	0.593**
10	0.673**	25	0.477**
11	0.449**	26	0.587**
12	0.518**	27	0.669**
13	0.688**	28	0.575**
14	0.731**	29	0.530**
15	0.798**	30	0.574**

APPENDIX E

Participant Information Sheet and Consent Form

Project: Language Choice

What is the project about?

The key aim of this study is to explore the language choice employed by the teachers and the students in their English language classes.

What does participating involve?

If you agree to participate in this study, your classes will be observed and audio recorded. You and your students will be asked to complete a questionnaire.

Please tick the appropriate boxes

Yes **No**

Taking Part

I have read and understood the project information given above. Yes No

I have been given the opportunity to ask questions about the project. Yes No

I agree to take part in the project. Taking part in the project will include being observed in class and audio-recorded. Yes No

I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part. Yes No

Use of the information I provide for this project only

I understand my personal details such as name, email address and phone number will not be revealed to people outside the project. Yes No

I understand that my words may be quoted in publications, reports, web pages, and other research outputs. Yes No

Use of the information I provide beyond this project

I agree for the data I provide to be archived at the UK Data Archive. Yes No

I understand that other genuine researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form. Yes No

I understand that other genuine researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.

Name of participant [printed] Signature Date

_Mashael Alsalem_____
Researcher [printed] Signature Date

Project contact details for further information:
[Mashael Alsalem] Email: [ma16709@essex.ac.uk] Telephone:
[+447449447466]

APPENDIX F

Full Sample of a Transcription

Lecture No. 01	Skill: Listening & Speaking 2	Duration: 43 min. 09 sec.
Time: 8 – 9 a.m.	Date: March 27 th , 2017	Teacher: T1

Symbol Definition

T Teacher

S Single student

Ss Group of students

(()) Researcher's comment

< > L1 utterances

Italics English translation

((< >)) Romanization or Transliteration

- 1 T < بالنسبة لاختباركم > ((<balnsbh lakhtbarkm>)) *with regards to your exam, it is done.*
- 2 T Okay, o kay, last time if you remember we talked about money and business, right?
- 3 T We will be continuing < اللي بدأناه > ((<ally bdanah>)) *with what we have started with*
Okay
- 4 T Today < لو لاحظتني في > ((<lw lahzy fy >)) *if you noticed on page 65, we are talking about more strategies for better listening and speaking*
- 5 T < احنا مرينا على بعض الاستراتيجيات > ((<ahna mryna 'ela b'ed alastratjyat>)) *we covered some of the strategies*
< اليوم بناخذ اكثر > ((<alywm bnakhd akthr>)) *today we will learn more*
- 6 T Getting meaning from context
- 7 T Sometimes you don't know the meanings of the words, right?
- 8 T < يمكن اخذتها بعد في ال > ((<ymkn akhdtwha b'ed fy al >)) *you might have taken this in reading*
- 9 T But you need to hear the whole context to be able to get all the meaning, right?

- 10 T Okay, today we will do the same thing here
- 11 Discusses questions with your classmates
- 12 T <عادي بنات خلينا نجلس جنب بعض اليوم> ((<'eady bnat khlyna njls jnb b'ed alywm>))
girls let's sit next to each other today
- 13 T Let's take the first one, most American banks
<يا بنات> ((<ya bnat>)) *ladies*
offer many different services.
- 14 T Look at the letters
<الموجودة عندك> ((<almwjwdh 'endk >)) *you have it*
services in context
- 15 T <الموجودة عندك في> ((<almwjwdh 'endk fy>)) *you have it on page 66*
- 16 T define the unfamiliar items with the help of your teacher
- 17 T <طبعا انا راح اساعدك في معنى الكلمات> ((<tb'ea ana rah asa'edk fy m'ena alkلمات >)) *of course I will help you with the meaning of the words.*
- 18 T <عندك> ((<endk>)) *you have*
saving account, home improvement loan on page 60
- 19 T these are groups of words
<تسمعيها بكرة وراح تسمعيها الان في المقاطع تسمعيها بكثرة اذا رحتي للبنوك> ((<tsm'eynha bkrh wrah tsm'eynha alan fy almquat'e tsm'eynha bkthrh ada rhty llbnwk>)) *you will hear these words tomorrow and today in the audio that I will play and you hear it a lot in banks.*
- 20 T a credit card, most of you know what is the meaning of credit card, okay? Car loan, okay, so we have different meanings, different words about banking
- 21 T now which of these services are offered by your bank?
- 22 T How many of you have bank account?
((the teacher is calling students by names as they raised their hands))
- 23 T have you ever <يا بنات> ((<ya bnat >)) *girls* tried banking by phone or by mail < بالذات اللي عندهم > ((<baldat ally 'endhm >)) *especially those who have an account?*
- 24 T Have you ever tried to call your bank by phone, e-mail, or whatever?
((silence))
- 25 T Never?
((students shook their heads))

- 26 T Ok so you just go to the ATM <و تسحبي فلوسك و تمشين> ((<w tshby flwsk w tmshyn >>)) *withdraw some money and move on.*
 ((students nod their heads with agreement))
- 27 T here if you notice <يا بنات> ((<ya bnat >>)) *girls*
 <موجود عندك في> ((<mwjwd 'endk fy >>)) *you have it at page 66 “using context clue”, okey?*
- 28 T <طبعا راح نسمع لمجموعة من ال> ((<tb'ea rah nsm'e lmjmw'eh mn al>>)) *of course we will listen to a number of advertisements*
- 29 T listen to the question of each advertisement after that I stop
- 30 T <كالعادة نوقف شوي و راح تحلين> ((<kal'eadh nwjf shwy w rah thlyn>>)) *as usual I will stop the recording and you try to answer*
- 31 T <بعدين أشغل لك بقية المقطع> ((<b'edyn ashghl lk bqyh almqt'e >>)) *then I will play the rest of the audio*
 then you decide whether your answer is right or not
- 32 T <خلينا نسمع المقطع مع بعض> ((<khlyna nsm'e almqt'e m'e b'ed>>)) *let's listen together*
- 33 T You decide he is talking about what, ok
- 34 T write it <يا بنات> ((<ya bnat >>)) *girls*
 and give me the clues
- 35 T <اكتبي جنبها في الفراغ> ((<aktby jnbha fy alfragh>>)) *write it down on the blank*
 ok?
 ((audio segment running))
- 36 T Ok, we'll listen to it again and check your answers, ok? And decide if you wrote the right answers.
 ((audio segment replayed))
- 37 T Ok, did you get them?
- 38 Ss Yes
- 39 T seriously all of you?
 ((silence))
- 40 T <كلكم> ((<klkm>>)) *all of you*
 did you get the answers?
- 41 T What did you put for number one?

- ((pointing to a student))
- 42 S save in box
- 43 T save deposit box, and the clues, what did you decide?
- 44 T <طبعاً في النهاية كان يعطيك ال> ((<tb'ea fy alnhayh kan y'etyk al >)) *give you the answer*
<بس> ((<bs>)) *but the clues?*
- 45 S because he said a safe place your valuables
- 46 T Exactly, a safe place to protect your valuables
- 47 T what about number 3?
- 48 S the ATM
- 49 T Exactly right, and number 4
- 50 S Number?
- 51 T Number 4
what's the speaker talking about?
((silence))
- 52 T <يلا> ((<ylla >)) *come on*
- 53 T <مو معي اليوم انتم> ((<mw m'ey alywm antm>)) *you are not paying attention to me today*
- 54 S B
- 55 T yes
- 56 T Now we will be talking about banking and banking numbers,
- 57 T if I tell you for instance: give me fourteen dollars, and you gave me 40
<معناها سمعتي ايش> ((<m'enaha sm'ety aysh >)) *that means you heard what?*
((silence))
- 58 T <سمعتي 40 ما سمعتي 14> ((<sm'ety 40 ma sm'ety 14>)) *you heard 40 not 14.*
- 59 T with us Arabs we always
Specially <طبعاً اذا كانوا مبتدئين في اللغة> ((<tb'ea ada kanw mbtd'eyn fy allghh >)) *of course if they were beginners in the language*
we make mistakes in distinguishing between forty, sixty or fourteen, sixteen.
- 60 T <هنا يقول لك في ال> ((<hna yqwl lk fy al >)) *here he says that*

American English there is slightly difficult compares to the British accent

<في سماعك لل> ((<fy sma'ek ll >)) *with regards to hearing the -teens*

<و الأرقام الأخرى> ((<w alarqam alakhra >)) and the other numbers

61 T <رح نسمع مقطع على الفوارق> ((<rh nsm'e mqt'e 'ela alfwarq >)) *we will hear a segment about these differences*

62 T pay attention please
((audio segment playing))

63 T Is this clear? Do you want to hear it again?
((silence))

64 T Now you'll be hearing numbers and you'll circle the right one
you decide if is it the first one or the second one.

65 T please pay attention and circle the right ones

66 T Now <ناخذ مجموعة في> ((<nakhd mjmw'eh fy >)) *we will take a group on page 67 exercise number2, of course you'll be pronouncing teens and tees.*

Listen carefully and repeat after him

<و ابغى أسمع صوتكم يعني لا تستحين> ((<w abgha asm'e swtkm y'eney la tsthyn >)) *I want you to repeat after him meaning don't be shy.*

Ok

((silence))

((audio segment playing))

67 T Let's start from the first one:

68 T forty

69 T <كلكم نفس الشيء> ((<klkm nfs alshy>)) are you all the same?

70 Ss yes

71 T ok number 2

72 S The first one

73 T Ok number 3

74 S Sixteen

75 T Ok do you agree with her?

76 T Ok number 4

- 77 S ninety
- 78 T Yes ninety.
Number 5
- 79 S Thirty
- 80 T Thirty ok, and number six
- 81 T 260
- 82 T Ok, 260 and number 7?
- 83 S 1415
- 84 T 1415, right, and number 8?
- 85 S 1890
- 86 T ok, <كلنا حليناها صح بنات> ((<klna hlynaha sh bnat>)) *Girls, did we all get them right?*
- 87 T now when practice with teens and tens
<زي ما اتعودنا بنات نشتغل كل ثنتين كل واحدة تجي عند الثانية ابغاكم ثنتين ثنتين> ((<zy ma at'ewdna bnat nshtghl kl thntyn kl wahdh tji 'end althanyh abghakm thntyn thntyn >)) *as usual we need to work in two. Please each one comes closer to the other. I want you in two.*
ok?
- 88 T Ok, can you move here please <علشان تصيروا كلكم ثنتين ثنتين> ((<'elshan tsyrwa klkm thntyn thntyn >)) *so we have group of two.*
- 89 T One of you will be looking at page 247 and the other one will be looking at page 255, ok?
- 90 T See here you need to practice and to read some sentences and circle the number you hear.
your colleague or your classmate will say for instance say a number and you should circle it on your page; she will say the number and you decide which one, ok?
- 91 T Again, you'll be reading sentences to your classmate and she will decide which number you said ok?
Clear?
- 92 T I'll be walking around <و راح أسمعك> ((<w rah asm'ek >)) *and I will listen to you*
- 93 T Ok so you get the difference between teens and tens
- 94 T <أهم شي انك تقرقين بينهم> ((<ahm shy ank tfrjgn bynhm >)) *the most important thing*

is that you are able to distinguish between them.

- 95 T Now, we are done with that part
Let's do to this exercise <معظمكم يحبه> ((<m'ezmkm yhbh>)) *most of you like it.*
- 96 T <تذكرون الشابتير اللي راح لما حكينا عن> ((<ttdkrwn alshabtr ally rah lma hkyna 'en >))
remember in the previous chapter we talked about certain cases
<مثلا> ((<mathlan>)) *for example certain people ideas*
<اليوم بنسوي شي زي كذا هنا عندي> ((<alywm bnswy shy zy kda hna 'endy >)) *today we shall do similar to that which is situation*
- 97 T The first situation
you are walking down the street, you found a wallet with 100 dollar bill and an identification card which means you could reach the owner, right,
What would you do?
decide which one and talk about it, ok?
(few minutes students answering the questions)
- 98 T OK, choose the best answer to each question and write your own answer in the spaces provided.
- 99 T Who wants to read case number one?
(a student is reading)
- 100 T What did you put for exercise number 1?
- 101 S I will give back the money.
- 102 T Ok you'll do number 1 any one chose another situation?
- 103 T So you will not keep the money and give the empty wallet to the owner,
and so you will not keep the money and throw away the wallet, and of course you could take the wallet to a police station but you have the information you will do the easiest thing which is
- 104 T Call the owner
- 105 T Yes calling the owner and sending him his wallet and his money.
- 106 T What about number2?
Yes please read the situation:
(student reading)
- 107 T Ok now the situation is different.

- it was 100 dollars, now it's only 5 ok?
- Does it make any difference actually to you? Why? Why not?
- 108 S No, I will still give back
- 109 T Yes, you call him and send him the money
- 110 T Who else?
- 111 S call him and arrange how he can get the money
- 112 T Ok what about number3?
((student reading))
- 113 T Does the amount matters whether it is 10 or 1000?
- 114 S I will return it right away
- 115 T What about number4?
((student reading))
- 116 T what will you do?
- 117 T Ok we do that in our daily life we go to the market, we buy things, what will you do in real life?
- 118 S <ما يستاهل المشوار> ((<ma ystahl almshwar>)) *it is not worth getting back for.*
- 119 T Ok somebody else
- 120 S I went to the market and I bought something for 6 but I had only 5 and I went after that every day but I forgot each time to give it to them.
- 121 T sometimes we forget, right?
- 122 T So in real life situations sometimes it is different but <ال> ((<ell>)) *the rules* <المفروض نسوي ايش؟> ((<almfrwd nswy aysh >)) *what are we supposed to do?*
- 123 S Return
- 124 T Exactly, we should return even if it is a smaller amount it's the rule
<على الأقل من الناحية ال> ((<'ela alaql mn alnahyh al >)) *at least from the moral aspect*
- 125 T Ok, what about exercise number 6
discussing a situation?
- 126 T Again we have situations
<هذي المرة بنصير> ((<hdy almrh bnsyr>)) *this time we are going to be in groups*
<بدل تثنتين بنكون أكثر> ((<bdl thntyn bnkwn akthr>)) *instead of being in two you will*

be more

- 127 T Do you think if you don't return the money you will be dishonest
- 128 T You said no, who said yes?
- 129 S it's not mine
- 130 T So you'll not take it anyway.
- 131 T Ok we won't see all the situations <ما معانا وقت كثير>
- 132 T part number 4: real world message
- 133 T <لاحظي هنا يقول لك> ((<lahzy hna yqwl lk>)) *notice here he says* most of us all over the world have checking account <أش معنى> ((<ash m'ena>)) *what does it mean* checking account
- 134 S <حساب بنكي> ((<hsab bnky>)) *a bank account*
- 135 T Once a month they receive a statement from the bank which list deposit and withdrawals?
- 136 T What does it mean "deposit"?
- 137 S <إيداع> ((<ayda'e>)) ((the Arabic translation of deposite))
- 138 T Exactly
And withdrawals: the money that you take out from your account,
Right?
- 139 T The time they must balance their check book <أيش معناها> ((<ash m'enah>)) *what does that mean?*
((silence))
- 140 T Balancing your check book
<طبعا احنا في السعودية يمكن ما نستخدم> ((<tb'ea ahna fy als'ewdyh ymkn ma nstkhdm>))
of course in Saudi Arabia we don't use check book in Britain and some other countries they do use it more than us.
- 141 T We use mostly credit cards or cash
- 142 T That means that they check to make sure that they did not make a mistake.
It means I receive my statement, I take a look at the statement and I check my money.
- 143 T أحيانا بالغلط ممكن الكاشير عاطيني زيادة أو ماخذ مني يحط لك زيادة صفر و انت تسوين العملية و تروحين فلما يجيك المسج هذا ع الجوال ممكن تكتشفين انك دفعتي 300 او 600
((<ahyana balghlt mmkn alkashyr 'eatyny zyadh aw makhd mny yht lk zyadh sfr w ant tswyn al'emlyh w trwhyn flma yjyk almsj hda 'e aljwal mmkn tktshfyn ank

df'ety 300 aw 600>)) *sometimes by mistake the cashier may give you more or take more. Put an extra zero while you pay in span and then you go home and check your massages to find out you paid 300 or 600 instead of 30 or 60.*

you need to check your balance to make sure there's no mistake, ok?

- 144 T Here it says some people do online banking and balance their checking account online.
- 145 T <أحد فيكم من اللي عندهم> ((<ahd fykm mn ally 'endhm>)) *does anyone of you who has an account <يستخدم ال> ((<ystkhdm al >)) uses online banking?*
((silence))
- 146 T <فما دخلتي أونلاين و راجعتي حساباتك> ((<fma dkhltly awnlayn w raj'ety hsabatk?>)) *you did not log in and checked your account?*
- 147 S <لا> ((<la >)) *No*
- 148 T <ما معنا وقت> ((<ma m'ena wqt>)) *we don't have much time only two minutes.*
but next time <ان شاء الله الموضوع مرة رح يكون شيق> ((<an sha' allh almwdw'e mrh rh ykwn shyq>)) *the subject, hopefully, will be very interesting.*
- 149 T we'll be talking about banking and how to balance your check.
- 150 T <رح تسمعين أرقام كثيرة رح نناقش ايضا العمليات البنكية و ناخذ معلومات أكثر> ((<rh tsm'eyn arqam kthyrh rh nnaqsh ayda al'emlyat albnkyh w nakhd m'elwmat akthr >)) *you will listen to a lot of numbers, discuss banking process and knew a lot of information.*
- 151 T And we'll do also and we will be talking a lot next time in lot of situations
- 152 T next time <رح اجيب معاي الدرجات> ((<rh ajyb m'eay aldrjat>)) *I will bring your grades and you will see your results.*

Total No. of words	Total No. of utterances		No. of teacher's utterances		No. of students' utterances	
	English	Arabic	English	Arabic	English	Arabic
1586	124	28	100	24	24	4

APPENDIX G

Observation Sheet

Lecture No. 01	Skill: Listening & Speaking 2	Textbook: Interaction 2 Diamond Edition	Duration: 43 min. 09 sec.
Time: 8 – 9 a.m.	Date: March 27 th , 2017	Level: 4	Teacher: T1
Lesson Title: Money Matters			
Free Field Notes			
<p>Pre-lesson activities</p> <ul style="list-style-type: none"> • Greetings • Taking Attendance • Recap of previous lecture <p>Lesson activity</p> <ul style="list-style-type: none"> • explaining what the lecture is about • the teacher uses Arabic regularly as part of her teacher talk • the teacher tries to elicit answers from students • students are rather not interested in participating • students resort to Arabic (L1) because the teacher use Arabic. • The lesson contains certain term related to money and banking which most students are unaware. This explains why the teachers tends to use Arabic to explain some concepts and relate them to our daily activities • The classroom atmosphere is relaxing; students are sitting next to one another in rows; they seem comfortable, and they have their side talk occasionally. • The teacher English is clear and correct. She speaks fluently when using English (L2). • The teacher uses Arabic to move students around or reseat them in groups of two or three. • Checking comprehension by saying “okey”, “right” or <صح> • The teacher moves around to make sure students are working on their activities. • There are incidents of code switching and others of complete utterances in L1. <p>Post lesson</p> <ul style="list-style-type: none"> • A talk about what is expected to be done next time • Promise to bring the first in-term papers for the students to look at. • Saying goodbyes 			