



**SCHOOL OF EDUCATION, COMMUNICATION AND  
LANGUAGE SCIENCES**

**MA in APPLIED LINGUISTICS AND TESOL**

**The Use of The Mother Tongue in The Language Classroom:  
Attitudes and Practices**

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## **Declaration**

I, the undersigned, hereby declare that this dissertation is my own work, and that all the sources I have used or quoted have been indicated or acknowledged by means of completed references.

Signature: *Ali A. Alsaawi*

Date: 26/08/2013

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## **Abstract**

This dissertation explores the attitudes of students regarding their teacher's use of their mother tongue in the target language classroom. The current study took place in Majmaah University in Saudi Arabia. In order to investigate this issue, the study focuses on 66 novice undergraduates and three teachers. Three methods have been used to collect data, questionnaires, interviews and classroom observation. The data are analysed qualitatively and quantitatively. The results reveal that the students' attitudes towards their teachers' use of L1 in classroom are generally positive that English-major students were more reluctant to employ their L1 in classroom than non-English major students, that there are particular situations where L1 is used in classroom, and that teachers' attitudes are inconsistent with their practice.

**Key Words:** L1 – L2 – Classroom – Contradiction – Attitudes - Practice

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## **List of Abbreviations**

CLT .....	Communicative language teaching
L1 .....	First language
L2 .....	Second language
SLA .....	Second language acquisition
TBLT .....	Task based language teaching

## **Chapter One: Introduction**

### **1.1 Background to the Saudi Arabian context**

Saudi Arabia is the largest country in the central Arabian Peninsula. It was established in the 18th Century. Islam is the religion of the Saudis and Arabic is the official language, which is considered to be a mother tongue for about 98% of the Saudis. Since the country was established, or even before, education has been one of the major priorities with regard to building a literate community (Al-Seghayer, 2005). Moreover, Islam has the biggest positive impact on the Saudi people by requiring them to learn and educate themselves (Saleh, 1986). Therefore, the Ministry of Education (MOE) was established in 1925 (Alam et al., 1988). One of the main goals of the Ministry of Education is to preserve the religious foundations of the country (Prokop, 2003).

Although Arabic is clearly the dominant language of Saudi Arabia, English has become a common language (Jenkins, 2003). It emerged as an important foreign language due to the government's desire to train citizens to interact with the outside world and to communicate with international visitors to Saudi Arabia for religious rites such as performing Hajj. Moreover, since the discovery of oil, workers in oil companies and foreigners working in oil companies (e.g. Aramco) were only able to communicate with Saudis who could speak English. Crawford (2004) endorses this necessity in an "interdependent world". Thus, English has been registered as a subject in the Saudi Arabian educational system since 1927 (Al-Seghayer, 2005).

As a result of launching the first university in Saudi Arabia in 1957 (Saleh, 1986), the Ministry of Higher Education was established in 1975. Since then, the Ministry has set important criteria with regard to improving the internal and external efficiency of universities by developing the quality of university education inputs and adjusting their outputs. Therefore, the National Commission for Assessment and Academic Accreditation (NCAAA) was established in 2003

(Al-Anqari, 2007). Nowadays, apart from private institutions, there are nearly 25 public high-capacity free universities, responsible for providing graduate qualified personnel as a response to some arguments raised by some researchers such as Saleh (1986), and to population expansion.

## **1.2 Majmaah University context**

Majmaah University is a fledgling academic institution. It is one of the most recent universities in Saudi Arabia and was established in 2009 after the reformation of the Ministry of Higher Education, which aimed to extend the number of universities due to the expansion of the Saudi population.

English is the only foreign language taught in the university. Undergraduate students are supposed to complete four years (eight semesters) in order to be awarded a BA degree. Most long-standing universities have an assessed entry for students attending in order to specialise in English. However, Majmaah University does not have such an assessment due to the university's desire to attract students in the first few years. Therefore, a large number of undergraduates deficient in the use of English have been enrolled. Currently, as the university now has nearly 15,000 students, new regulations are in process to re-evaluate the admission criteria.

## **1.3 Rationale and aims of the study**

It is becoming increasingly difficult to ignore the running dispute in the literature regarding the use of the mother tongue (L1) in the target language (L2) classroom. The arguments allege, on the one hand, that L1 should be excluded while teaching L2 in order to extend the exposure to L2 as much as possible. For instance, Tsukamoto (2012) found that the mother tongue was not welcomed in the L2 classroom in Japan. On the other hand, claims have been raised that both languages are not separate from each other in a learner's mind. Therefore, the first language can be employed to enhance L2 learning. For example, Aqel (2006)

found that the use of L1 is preferred in the classroom. To date, the perceptions and attitudes of researchers regarding this phenomenon are under debate. Even those who favour the use of the mother tongue in the target language classroom vary regarding their purposes and reasons for employing the L1. According to Macaro and Lee (2012), it seems that translating the meaning of new words is a common purpose for employing L1 in the classroom. Moreover, some studies show that the teacher's attitudes may not always be applied in the classroom (Copland & Neokleous, 2011). For instance, Edstrom (2006) found that her attitude towards the use of L1 was inconsistent with her practice in the classroom.

In the context of Saudi Arabia, very few studies, as far as the writer is aware, have been conducted. One of these studies was that of Alnofaie (2010), which revealed that the majority of students and teachers welcomed the use of their mother tongue. However, this study was conducted with high school students. Moreover, the study did not investigate the consistency between teacher's attitudes and their practice in the classroom. The other was by Alshammari (2011) and was conducted with students attending EFL classes as part of a training programme. Similarly to the Alnofaie (2010) study, the majority preferred the use of the mother tongue. However, the study did not explore the actual use of L1 in the L2 classroom.

In addition, studies conducted in the context of Saudi Arabia have been mainly with elementary, intermediate or high school students and teachers. So far, no studies in the literature have explored the novice undergraduate's perceptions. This kind of investigation might shed some light on this phenomenon in a wider context.

Moreover, the current study will attempt to explore if there is a difference between English major and non-English major students' attitudes towards the use of their mother tongue in the L2 classroom. However, as there is no existing literature regarding this issue, as far as the writer is aware, this dissertation hopes to provide a new finding of significance.

This limitation with regard to the literature in the context of Saudi Arabia has encouraged the researcher to conduct a study regarding the attitudes, purposes and actual use of L1 in L2 classrooms and the consistency between teachers' attitudes and their actual practice in a fledging academic institution. Rolin-Ianziti and Varshney (2008) state that exploring students' views regarding the inclusion or exclusion of L1 would be beneficial for boosting communication in the classroom. Moreover, Richards et al. (2012) indicated that it is preferable to explore a problem in a context familiar to the researcher. As the researcher has been working in Majmaah University since 2010, it is an opportunity to discover this issue in a new context that the researcher is familiar with.

The present study aims to answer the main question "What are the undergraduate students' attitudes regarding their teachers' use of L1 in an EFL classroom?" In order to answer the main question, four sub-questions are addressed:

- 1- What are the undergraduate students' attitudes regarding their teachers' use of L1 in an EFL classroom?
- 2- Are there any differences between English major students' and non-English major students' attitudes regarding the use of L1 in the classroom?
- 3- For what purpose do teachers use L1 in the classroom?
- 4- Are there any contradictions between teachers' attitudes and their use of L1 in the classroom?

The current study is a small scale study. Therefore, the results cannot be generalised. However, it may add some knowledge with regard to this phenomenon. Moreover, it may attract the attention of researchers and encourage them to conduct a large scale study in the context of Saudi Arabia to deepen our understanding of this issue.

#### **1.4 The structure of the study**

The present study consists of five chapters including this introductory chapter. Chapter One, the current chapter, provides background information regarding Saudi Arabia and the Majmaah University context. It also offers a rationale for conducting this study.

In Chapter Two, a review of the literature regarding the running debate on the inclusion or the exclusion of L1 in L2 classroom is offered. Teaching methods which favour and disfavour the use of L1 are presented. Then, reasons and purposes for including or excluding the mother tongue in the target language classroom are provided. Some of the research studies regarding this phenomenon are highlighted. This chapter then presents a discussion regarding whether or not there is a contradiction between teachers' attitudes and practice in the classroom. Finally, the chapter discusses this issue in the context of Saudi Arabia.

Chapter Three presents the methodology implemented in this study. It begins by presenting the research questions, followed by a comparison between English and non-English major students regarding their attitudes towards the use of L1 in classroom. The three data collection methods are then extensively presented. After that, an explanation regarding the data analysis, the sampling and the population are offered. Finally, reliability and validity considerations, followed by a consideration of ethical criteria are provided.

The results of the present study are presented and discussed in relation to the literature in Chapter Four. Finally, Chapter Five concludes this study by presenting the limitations encountered and making recommendations for future research.

## **Chapter Two: Literature review**

### **2.1 Introduction**

The incorporation of L1 into an L2 classroom is one of the most disputed and enigmatic issues among linguists, researchers and teachers. On the one hand, Macaro (2005) states that L1 should be integrated into an L2 classroom. The use of the target language will afford students a source of live and scaffold input (Crawford, 2004) and learners have the ability to deal with two different languages at the same time (Cook, 2001). On the other hand, Meiring and Norman (2002:34) insist that a student's use of L2 only will prompt their learning positively. These opposing views show that the use of the mother tongue is still under controversy. Many researchers and teachers began to re-evaluate their negative views towards the use of L1 after the emergence of studies supporting the use of L1 in a controlled way (Jadallah & Hasan, 2011). Atkinson (1987) argues that Swan (1985), who asserts that the communicative approach should be reassessed, did not call for a reassessment of the role of the mother tongue in the classroom, which Atkinson believes has a vital impact on student's learning. Sometimes it is difficult to decide when to shift from L2 to L1 (Copland & Neokleous, 2011).

In this chapter, a review of literature which disapproves of the use of L1 followed by teaching methods that ban L1 use will be presented. Reasons for excluding L1 will be highlighted as well. Afterwards, literature in favour of the use of L1 in L2 classrooms, followed by teaching methods applied in the context of this study that support the use of L1 will be provided. Reasons and functions where L1 is used and then research conducted regarding this issue will be discussed. Next, inconsistency between teachers' attitudes with their practice will be presented. Finally, a discussion regarding this issue in the context of Saudi Arabia, which is the scope of this study, will be offered.

## 2.2 The monolingual approach

Since the “Reform Movement” in the nineteenth century, which is considered the leading movement that attracted attention towards the educational field (Howatt with Widdowson, 2004), the inclusion of L1, which means “the first language you encounter as a baby” (Cook, 2008:171), in the target language classroom has been seen as not desirable. Discussions of the Reform Movement often mention Berlitz and “total immersion”. For example, Butzkamm (2003:29) claims that since that period of time, the mother tongue is largely seen as “being an evasive manoeuvre which is to be used only in emergencies”.

One of the main principles of instructed language learning is the extensive L2 input, whether inside the classroom through interaction or outside the classroom by creating opportunities for students to use the target language (Ellis, 2005). The desire that learners have to be native-like (Cook, 2008) may have enhanced the monolingual approach to be adapted. However, others have alleged that L1 use is regrettable but indispensable (Macaro, 2005). Many researchers have argued that a student’s mother tongue has no role in learning English in EFL classrooms; therefore, it may decrease a student’s exposure to L2 valuable input (Ellis, 1984).

In addition, Macaro (2005:72) argues that “code-switching by the teacher has no negative impact on the quantity of students’ L2 production”, which means that there is no relation between the teacher’s uses of L1 and the student’s ability to use L2. In contrast, it indicates that students’ use of their mother tongue will affect their L2 production. Therefore, the teacher’s use of the mother tongue in the classroom should not be banned due to its fruitless impact on student’s L2 production.

Researchers such as Krashen (1982), Littlewood (1981), and Turnbull (2001) are all supportive of the deterrent of L1. Brooks and Donato (1994) provide an example of why teachers do not prefer group work activities, which is due to the high chance for students to use their L1. Yet some studies reveal that even native

speaker teachers tend not to use the target language as the medium of instruction in classroom (Polio & Duff, 1994), on which Kim and Elder (2008) comment that language proficiency might not be the main element to consider. Moreover, it has been alleged that students do not need to know the exact meaning of each word they encounter (Jadallah and Hasan, 2011). In contrast, Meiring and Norman (2002:27) state that “research findings on the benefits of target language use have been less than conclusive”.

Furthermore, some researchers argue that if L1 is allowed in the classroom, it is likely to be used excessively which, therefore, would lead to what Atkinson (1987) warns of: that overuse of L1 may result in a heavy reliance on translation through a student’s mother tongue although they have the ability to use the target language, which may lead to a misconception of the importance of L2 in the classroom and the failure to distinguish between pragmatic structures and their equivalent forms and semantics. However, the exclusion of L1 may decrease the total range of classroom activities in the classroom, and communication strategies cannot be improved (Macaro, 2005).

Nation (2003) claims that if the classroom is the only place for students to practice L2, is better to maximise L2 in the classroom. He suggests a situation where it is better to use L2, that is, classroom management. Others claim that teachers use student’s L1 as a solution to convey the meaning; however, Nation (2003) recommends some tips to overcome this obstacle. He suggests that teachers should use a task suitable to the students’ proficiency level in order for them to participate, and should pre-teach new items to students. Also, he suggests asking students to act as if they are English teachers and to explain the importance of English. Likewise, it is worth asking students the reason behind their reluctance towards using English. Finally, by allowing students to choose their group members and to re-teach the task, the use of L2 is more expected.

Macaro (2005) illustrates that a student’s code-switch may indicate that they are not thinking in the target language as they should, which might eventually affect

their learning. Therefore, Meiring and Norman (2002:29) suggest that the “priority must be to establish the benefit of pupil use of target language and ways of maximising it”. Similarly, Duff and Polio (1990) state that the quantity of the target language input is not less important than its quality.

### **2.2.1 Contrasting Teaching methods of L1 use**

The reason behind by adopting the term ‘method’ instead of ‘approach’ or ‘technique’ to be used in this study is that according to Celce-Murcia (2001:3), a method is “a set of procedures, i.e., a system that spells out rather precisely how to teach a language”. Thus, it has been adopted due to its greater suitability than other terms. Teaching methods are a main variable that affect a teacher’s practice in the classroom, such as the use of L1 in the L2 classroom. Therefore, some methods of teaching that exclude the use of L1 are presented. In this section, two teaching methods used in Saudi Arabia that exclude the use of L1 will be highlighted based on their chronological appearance.

#### **2.2.1.1 The Direct Method**

By the end of the 19<sup>th</sup> century, the direct method had emerged through the efforts of Berlitz and others (Howatt with Widdowson, 2004), as a reaction to the Grammar Translation method, to encourage students’ use of the target language, which the former method fails to achieve. Celce-Murcia (2001:2) describes it as having “more stressed the ability to use rather than to analyse a language as the goal of language instruction”. Howatt with Widdowson (2004:221) argue that “it is a natural in its basis; but highly artificial in its development”. This notion made the method more popular among teachers. Its meaning indicates that the target language should be used as the medium of interaction (Larsen-Freeman and Anderson, 2011). As there is no use of L1 in classroom, native speaker teachers were more desirable than non-native ones (Celce-Murcia, 2001). Although this method has been applied in the context of Saudi Arabia, it was difficult for some

novice non-native speaker teachers to apply due to their imperfect proficiency in oral skills.

### **2.2.1.2 The Audio-Lingual Method**

This teaching method is an oral-based approach, which focuses on “teaching the spoken language through dialogues and drills” (Cook, 2008:242) and was developed by a team led by Charles Fries (1945). It aimed to “help students acquire sentence patterns through responding correctly via shaping and reinforcement” (Larsen-Freeman and Anderson, 2011:35) and to “get students to behave in common L2 situations” (Cook, 2008:244). It “drew heavily on structural linguistics and behavioural psychology” (Celce-Murcia, 2001:2). The use of the L1 is not allowed as it may hinder students’ ability to master the target language. This method has been applied in the context of Saudi Arabia particularly in listening and speaking lessons due to its fruitful results.

### **2.2.2 Reasons for excluding L1 use**

It is claimed that the ban of L1 from the classroom would motivate conscious and unconscious learning (Jadallah and Hasan, 2011). Sharma, (2010: 80 cited in Jadallah and Hasan, 2011:3) states that “the more students are exposed to English, the more quickly they will learn”. However, Cook (1999) argues that it is difficult for students who share the same L1 not to use it in classroom.

In the context of Arab countries, the difference of the syntactic structure between English and Arabic may lead to errors in transferring the meaning of lexical items (Jadallah and Hasan, 2011). In Storch and Wigglesworth (2003)’s study, students who were interviewed were unwilling to use their L1 in their group work due to two reasons; the first was that it might negatively affect their activity, and the second was that they felt they should maximise the use of English as much as possible in the classroom. It has been claimed that because of the inability of non-native teachers to be native-like, they excluded the use of L1 and conducted the

whole class with English only (Harbord, 1992). Others specify that the main reason behind excluding L1 is that many studies were conducted on mixed background classrooms. Therefore, it was impossible to use any other language than the target language (Tian and Macaro, 2012).

Moreover, Alshammari (2011) indicates that an EFL teacher's hesitancy to use the L1 is due to the assumption made by some researchers that it may lead to a deficiency level in students' speaking. Atkinson (1987:242) argues that the reasons behind the absence of attention given to L1 use in an L2 classroom are:

- 1- Linking translation with the grammar translation method and excluding the L1 use with subsequent methods (i.e. the direct method)
- 2- High status native speakers and their priority to teach even multi-lingual classes
- 3- The assumption by Krashen (1981) that learning is less valuable than acquisition
- 4- The claim that the best way to learn English is through speaking only English.

In addition, Macaro (2001:531) claims that the reason for the exclusion of L1 in the classroom is to "develop the learners' own in-built language system". Halliwell and Jones (1991:1) list three reasons for using L2 only in classroom:

- 1- The chance to experience the target language as a real means of communication
- 2- Giving them a chance to develop their own in-built language learning system
- 3- Bridging that otherwise wide gap between carefully controlled secure classroom practice and the unpredictability of real language encounters.

### 2.3 The bilingual approach

The exploitation of students' L1 in classrooms was re-evaluated in the 1990s (Tian & Macaro, 2012). It has been seen as "a neglected resource" (Atkinson, 1987:241) and "a skeleton in the cupboard" (Prodromou, 2001:8); however, others refute the latter assumption and name it "a bone of contention" (Gabrielatos, 2001:33). Allowing students to use their mother tongue together with a second language is called a bilingual approach. It is normal behaviour, and desirable to code-switch between two languages that both speaker and listener know (Cook, 2008). Apparently, students will code-switch in the classroom when they feel it is appropriate (Macaro, 2005). "The mother tongue is the greatest asset people bring to the task of foreign language learning and provides a language acquisition support system" (Butzkamm, 2003:29).

Macaro et al. (2012) claim that most theorists and researchers support the use of L1 in the L2 classroom. Moreover, students will undeniably use their mother tongue in the classroom whatever the teacher does (Mondal, 2012). This means that code-switching is taking place in EFL classrooms naturally. However, it has been stated that allowing L1 use in the classroom would bring a feeling of guilt (Ferrer, 2005). The incorporation of L1 beyond beginning levels is a potential resource rather than a hitch (Auerbach, 1993).

Researchers such as Atkinson (1993; 1987), Macaro (2001), Widdowson (2003), Nation (2003) and Cook (2001) all advocate the use of L1. Cook (2008) and Jadallah and Hasan (2011) claim that those who exclude the use of L1 in an EFL classroom have not provided clear reasons and adequate evidence for their views. They also assume that the use of L1 is a natural act and a common feature of learning. This indicates that L1 use is seen as a subsidiary element rather than as hindering the acquisition of the target language.

In addition, Nation (2003) agrees that in a classroom where students share the same mother tongue, they may unconsciously use their L1. He claims that if

students are allowed to use their L1 in a task discussion, they will be stimulated to get involved in the discussion and will therefore understand the task content and will use some vocabularies of the target language that they may use later. However, Hitotuzi (2006) emphasises that L1 should not be overused in the classroom. For example, Kaneko (1992) found that L1 was used more than L2, which supports the claim made by Hitotuzi. Moreover, he indicates that, according to many studies, the use of L1 translation for conveying the meaning of unknown lexical items is very effective.

Tsukamoto et al. (2012) argue that, to date, the English-only approach is not guaranteed to reinforce language learning. Another argument made by Cook (2008:174) states that the hitch with the monolingual approach is “limiting students’ horizons”. He also emphasises that usually switching between the two languages used in a classroom takes place between sentences instead of within them. Therefore, according to Schweers (1999) study, awareness of similarities and differences between L1 and L2 should be highlighted in language learning. Edstrom (2006) regrets her former avoidance of exploiting the benefits of using students’ L1. This clearly indicates the importance of L1 use from a teacher’s experience.

By the same token, Rivers (1981) insists that using L1 might enhance the process of learning L2. Cook (1999) argues that L2 users should be considered as teachers of L2 rather than native speakers. The reasons behind this claim are the benefits attained from an L2 user. These benefits are their multi-competence knowledge of the L2 and their ability to use the students’ L1, which monolingual speakers lack.

Macaro (2005) argues that he has never come across a study that revealed that the majority of participants prefer to exclude L1 entirely from L2. This demonstrates that the exclusion of students’ mother tongue is about to vanish. Moreover, he insists that the most important variables in this issue, which needs to be carefully considered, are the age of learners and their proficiency level. The variable of proficiency level in the context of Saudi Arabia seems to be very important. Saudi

students are not perfectly proficient in English language due to the rare opportunity for them to communicate and use English outside classroom. Therefore, this variable might affect the students' attitudes towards the inclusion of L1 in L2 classroom.

Furthermore, it has been found that a mixture of L1 and L2 will help in vocabulary and grammar acquisition (Tian & Macaro, 2012). Zughoul and Hussein (1985) found in their study that, although English was used as the medium of instruction in Yarmouk University in Jordan, Arabic was used within classroom discussion. Crawford (2004) found that teachers prefer the mother tongue to be the medium of cross-lingual and cultural comparisons.

Brooks-Lewis (2009) describes his journey to learn Spanish in the USA as a horrible experience. Although he was getting high marks in exams, he was still unable to use Spanish due to the exclusion of L1. Afterwards, when he moved to Mexico as an EFL teacher, he acquired the Spanish language through practice. Therefore, he determined to conduct a study on students learning English in Mexico, as the policy makers in Mexico stated that teachers were not to use the L1 in an L2 classroom, regarding their perceptions towards the use of their mother tongue in EFL classroom. The results revealed that students highly appreciated the use of their L1, which supports many other studies as well as his experience of learning Spanish in the USA.

Moreover, there is a wide variation between teachers who use L1 in the classroom, from those who allow slight use to those who use it overwhelmingly (Rolin-Ianziti & Varshney, 2008). One of the most recent arguments regarding L1 use is that of Trent (2013:215), who argues that “these negative sentiments need to be weighed against a series of supposed benefits around use of the L1 in L2 learning and teaching”. Although some researchers state that L1 should not be overused in the classroom (Atkinson, 1987; Cook, 2001), Edstrom (2006:289) argues that it is difficult to set a fixed amount because “it is inseparably linked to the underlying

function or purpose”. Thus, according to Edstrom’s (2006) claim, L1 can be used extensively when is convenient.

### **2.3.1 Teaching methods in favour of L1 use**

As mentioned in section 2.1.1, teaching methods vary according to their inclusive or exclusive the use of L1 in the L2 classroom. In this section, three methods used in the Saudi Arabian context that permit the use of L1 are presented according to their chronological appearance.

#### **2.3.1.1 Grammar Translation Method**

This method is considered as one of the earliest teaching methods. It has sometimes been called “the academic teaching style” (Cook, 2008) or “the grammar school method” (Howatt with Widdowson, 2004). It was introduced at the beginning of the nineteenth century, and was originally presented in Germany (Mondal, 2012). Cook (1999) states that this is a never-dying teaching method. A recent study conducted by Mondal (2012) regarding the teaching method most implemented in Bangladesh revealed that this method is still dominantly used. Its focus was to teach the grammar of the target language through translation, which would eventually lead students to be better in their native language. Therefore, students are not supposed to use the target language; yet, their intellectual ability would grow. This indicates that L1 is the medium of interaction in the classroom (Larsen-Freeman and Anderson, 2011).

However, it has been criticised for its reliance on translation of the L1, since more often than not the translation is from the L2 to the L1, and for its focus on teaching grammar in isolation (Howatt with Widdowson, 2004). It is assumed to stimulate better thinking and time-saving (Cook, 2008). Thus, it focuses on the student’s knowledge instead of on their communicative skills. Although it dominantly supports the use of L1 due to its reliance on translation, it has an impact on students’ fluency and communicative skills in their L2 (Jadallah and

Hasan, 2011). However, Celce-Murcia (2001) argues that this method would hinder a student's ability to use the target language in communication, as it minimises the use of L2. In the context of Saudi Arabia, although this method has been mostly used, it has been suggested recently that it should be replaced by other methods such as communicative language teaching (CLT) and task based language teaching (TBLT) due to its weak outcomes especially in speaking skills.

#### **2.3.1.2. The New Concurrent Method**

This method is one of the teaching methods which permit the use of L1 in L2 context (Faltis, 1990). It was developed by Rodolpho Jacobson (1990) and supports controlled code-switching (Cook, 1999). It aims to balance the use of L1 and L2 in classrooms. Thus, teachers can code-switch to either L1 or L2 when is needed (Cook, 2008). In the context of the present study, this method was rarely used due to the former method's popularity.

#### **2.3.1.3 Communicative Language Teaching**

One of the most recently developed methods is CLT. It has been introduced as a reaction to the failure of the audio-lingual method to enhance students' ability to communicate in the target language, especially in a context where English is rarely used outside the classroom (Kumaravadivelu, 2006). It has been seen as the central method of language teaching (Cook, 2008) since its emergence in the 1980s. Kumaravadivelu (2006) summarises it in one phrase: "competence in terms of social interaction". Moreover, it sees English not as linguistic features, but as communicative competence (Larsen-Freeman and Anderson, 2011). Howatt with Widdowson (2004) state that its emergence was an attempt to make the language in the classroom similar to language used in the real world.

However, although it aims to maximise the use of L2 as the medium of interaction, it permits the use of students' L1, but in limited situations and in a controlled way. Wu (2009) argues that many researchers and teachers claim that CLT does not

allow the use of L1. However, it can be used in CLT class but in a balanced way. In this study context, CLT is currently the most commonly-used method and, according to the writer's experience, L1 is employed.

### **2.3.2 Reasons for allowing L1 use**

Occasionally, it is time-consuming for teachers to convey a particular point to students through the target language only and therefore switching to the students' L1 will save the time of the class and the effort of the teacher. Storch and Wigglesworth (2003) claimed that L1 use could help learners to perform tasks at a complex cognitive level. However, if students know in advance that the teacher will use their mother tongue; they might stop thinking about processing information in the target language, which is a serious dilemma (Ford, 2009).

According to Atkinson (1987), there are three positive reasons for utilising L1 in the classroom. Firstly, students prefer to translate unknown words on their own without interference by the teacher. Nevertheless, it should be highlighted that this reason applies to beginners and pre-intermediate students (Del Mar et al., 1982). Secondly, students use their L1 naturally, which gives them a chance to express their opinions clearly and accurately. Thirdly, it is time saving in comparison with time spent by the teacher to convey the meaning in the target language. However, he warns of overuse of L1 in classroom as it may lead to a heavy reliance on translation, which, therefore, results in weak communication skills in L2.

Nation (2003) claims that the reasons behind using L1 in the classroom are either that, due to its realistic nature, it is easier to be communicated with, or anxiety about peers' reactions towards one who use L2 deficiently, or students' shyness about using L2 in classroom. Another reason for allowing the use of L1 is the "avoidance of input modification" (Macaro, 2005:72). In other words, instead of wasting time on modifying the input, which may result in reducing the interaction, switching to students' L1 will be straightforward and time-saving.

In order to stimulate classroom interaction, students' mother tongue should be used. However, language acquisition is not boosted (Tian & Macaro, 2012). According to Auerbach (1993), including L1 would decrease students' barriers to acquiring L2 as well as triggering their progression in the target language. This indicates that using L1 will not hinder the acquisition of L2 as has been claimed.

#### **2.4 Purposes for using L1**

Those who use L1 in the L2 classroom, whether teachers or students, vary according to where, when and for what purpose it is used. One of the sub-questions of the current study is to explore situations where L1 is used, namely, "For what purpose do teachers use L1 in an EFL classroom?" Therefore, in this section, situations where L1 is used in the L2 classroom regarding the literature are presented.

##### **A- Translation:**

One of the main purposes where the mother tongue is employed in the target language classroom is for translation. Jadallah and Hasan (2011) recommend using L1 particularly in translating meaning, as this method will help learners to recognise the similarities and differences between L1 and L2. Similarly, Harbord (1992) indicates that sometimes, in order to motivate students, an explanation of unfamiliar items to students is beneficial. However, he argues that this inability to convey some approaches to students is due to insufficient training, which raises the importance of teachers' training. Another benefit of using translation is time-saving. Likewise, Atkinson (1987:243) states that translation is time-saving to "elicit language" instead of wasting time on conveying the meaning in the L2. However, though translation has been marked highly among teachers, it should come after using alternatives such as "visual prompts". Moreover, he suggests that it is effective for "presentation and reinforcement of language", such as giving a translation activity for some lexical items taught before, which would develop students' accuracy; for "checking for sense" by stimulating students to perform a

mental translation for any activity they did in order for them to evaluate their writing through their L1; for “testing” in which translation could add more validity and reliability to any test; and for “development of useful learning strategies” even at high levels in which students may get stuck in their communicative discussion, especially when they encounter new structures or lexical items. Thus, translation activities would overcome this obstacle.

Moreover, Cook (2008) claims that teacher conveying meaning of words or grammatical rules is an effective way. Copland and Neokleous (2011) and Polio and Duff (1994) found that translating new words are implemented in an L2 classroom. Macaro (2005:69) states that L1 might be used for “translating and checking understanding”. Similarly, Cook (1999) suggests the use of L1 to present meaning. The above literature indicates that translating the meaning of unknown lexical items to the first language is commonly employed.

#### B- Giving Instructions

Another common purpose where the mother tongue is used is to give instructions. Edstrom (2006) found that she used L1 in the classroom for the purpose of grammar instruction. Atkinson (1987) supports the use of L1 for giving instructions to low level students. Also, Cook (2008) believes that giving instructions through L1 is helpful. Copland and Neokleous (2011) and Polio and Duff (1994) found that L1 was used to give instructions. Macaro’s (2001) study reveals that L1 is used for instructions for activities. Macaro (2005:69) states that L1 might be used for “giving complex procedural instructions”.

#### C- Classroom management

The mother tongue is frequently used for the purpose of managing a classroom. Cook (2008) states that classroom management is a situation where L1 is mostly used. By the same token, Edstrom (2006) said that managing classes through L1 is useful. Also, Copland and Neokleous (2011) found that L1 was used for

reprimands, jokes and praise, which come under managing classrooms. Macaro's (2001) study reveals that L1 is used for classroom management. Polio and Duff (1994) found that L1 is used for Classroom management. Macaro (2005:69) states that L1 might be used for "controlling pupils' behaviour".

#### D- Uncategorized situations

In addition to the above three situations, Atkinson (1987:243-245) lists some situations where L1 is better used: to "check the comprehension of the concept behind a structure" which would foster students' understanding more effectively; for "co-operation among learners", especially with low levels, if the aim of the task is to understand a particular linguistic feature; to "discuss classroom methodology" for low levels, which would give students the opportunity to express their reactions towards what occurs very clearly.

Furthermore, Cook (2008:176) lists some purposes for using L1. These purposes are: "reporting someone else's speech, interjecting, highlighting particular information, switching to a topic more suitable for one language, changing the speaker's role, qualifying the topic, singling out one person to direct speech at and ignorance of a form in one language". Pedagogically, he claims that "students use L1 explicitly or implicitly through activities" (p.185).

In their study, Copland and Neokleous (2011:271-272) found that L1 was used for situations such as: "logistics (organizing), question and answer, markers, providing hints and giving opinions". Macaro (2005:69) states that L1 might be used for building personal relationships with learners and teaching grammar explicitly. Moreover, Polio and Duff (1994:317-319) found some functions where L1 was used:

- 1- Classroom administrative vocabulary
- 2- Empathy/Solidarity
- 3- Practicing English
- 4- Lack of comprehension

#### 5- Interactive effect involving students' use of English.

To sum up, according to the literature above, some situations are commonly used, such as translation, giving instruction and classroom management, which indicates the importance of these particular situations. Therefore, it is better to focus on them precisely in order to arrive at an extensive understanding of their frequent use.

### **2.5 Research on L2 learners**

There are many studies regarding the use of L1 in L2 classrooms. Most of these studies reveal that both teachers and students have positive attitudes towards its use. This indicates that most studies conducted show that L1 is more than welcome (Littlewood & Yu, 2011). As the present study aims to explore the attitudes of students and teachers regarding the use of L1 in the L2 classroom, some of these studies are presented in this section.

One of the earliest studies regarding this issue is Schweers' (1999) study. He explored students' and teachers' use of L1 (Spanish) in an L2 (English) classroom in a Puerto Rican university in Spain. The results revealed that 88.7% of students preferred their L1 to be used, and all teachers admitted that they used the students' mother tongue in the classroom. This indicates that L1 was used even before the recognition of its values.

Storch and Wigglesworth (2003) conducted a study regarding the use and purposes of L1 in completing difficult tasks. The participants were twenty-four students in pairs, with six pairs sharing the same L1 while the other six pairs did not. The results showed that L1 was used among all the participants. The L1 was used for the purpose of task management, task clarification and instructions, vocabulary definitions and meaning, and explaining grammar. Participants commented positively on the use of their L1, which helped them to clarify the meaning of some lexical items, and for negotiation, although they were unwilling

to use it, which indicates that the students were motivated to focus on English only.

Aqel (2006) interviewed a number of instructors of English in EFL classrooms who were a mixture of native and non-native speakers. He found that all of the native speakers and 62.5% of the non-native speakers of English thought that L1 use (Arabic) was acceptable. This demonstrates that native speakers are not reluctant to exclude students' mother tongue.

Liu et al. (2004) conducted a study regarding teachers' code-switching practice in English and Korean. They found that English was used for 60% of class time, which means that students' L1 was used for 40% of class time. However, teachers' attitudes towards their practice were contradicting their actual practice.

A differently-conducted study is Edstrom's (2006) self-study. Though it was subjective and has some issues regarding the validity of its results, due to the fact that the observer and observee were the same person, she conducted a self-evaluation study in order to explore to what extent her beliefs and practice were consistent. The study was conducted on fifteen undergraduate students, from different majors. The results revealed two major points. The first was that her practice contradicted students' perceptions. The second was that her practice was not consistent with her attitudes. This and Liu et al.'s (2004) studies significantly signposts that what we believe is not necessarily what we do. Therefore, the current study will explore whether or not teachers' attitudes are consistent with their practice in classroom.

Another study was conducted by Kim and Elder (2008) on two native speaker teachers of Korean and French, regarding their use of their L1 in EFL classrooms in a secondary school in New Zealand. The results revealed a wide variation between the two teachers. The first teacher used the L2 about 88% of the time while the other teacher used it about 23% of the time. This indicates that L1 was used but in different quantities.

A similar study was conducted by Copland and Neokleous (2011), concerning the use and perceptions of the inclusion of L1 in L2 classrooms. The study took place in a Cypriot private language institution with four female teachers. The researcher observed the four teachers' practice in their classrooms and then interviewed them. The results showed although the four teachers varied regarding the amount of their L1 use, they all used it. However, they insisted on excluding students' use of L1. This emphasises the importance of controlling how much L1 is used.

A study was conducted by McMillan and Rivers (2011) on twenty-nine native speakers teaching English at a Japanese university, using a survey regarding their perceptions of the use of students' L1 in an English-only policy institution. They found that the majority believed in the importance of L1 in learning L2.

A recent study was conducted by Tsukamoto et al. (2012) regarding students' perceptions of the use of L1 in the classroom. The study was conducted with two groups, one at intermediate level and the other at advanced level. The results demonstrated that the majority of students did not prefer the use of their L1 in the classroom. However, the researchers noted that some comments were written in Japanese. This indicates that students either may not have been honest in their answers, or that they were aware of the importance of exposure to English-only in the classroom.

Another study was conducted by Macaro et al. (2012) regarding students' attitudes towards monolingual or bilingual assistants of native-speaker teachers. The results revealed that the majority of students who participated preferred the bilingual assistants, due to their chance to use their mother tongue. Although this study was slightly different, the responses were similar to other studies focusing on teachers rather than assistants.

In the context of Saudi Arabia, very few studies, as far as the researcher is aware, have been conducted, which draws attention to the need to conduct more studies

in a new context. A case study was conducted by Alnofaie (2010) on thirty female students and three female teachers in a Saudi intermediate school in Jeddah city, regarding their attitudes to L1 use in the classroom. The researcher found that 70% of students and all three teachers had positive attitudes towards employing L1 in classroom. She concluded her study by recommending further research to be undertaken in order to enrich our understanding of this issue in the Saudi context.

Another study was conducted by Alshammari (2011) on ninety-five students and thirteen teachers, regarding the use of Arabic in an EFL classroom in two Saudi technical colleges in Madinah city. The data was collected via a questionnaire. The results revealed that 61% of the students and 69% of the teachers who participated in the study believed that the use of students' mother tongue in the classroom is desirable.

There are many other studies regarding this issue such as Scott (2008), Littlewood & Yu (2011), and Ford (2009); however, due to the word count set for this study, only some of the relevant studies to the research questions have been highlighted.

The above studies show that there is a need for a study to be implemented with novice undergraduates, who have not been explored, as far as the researcher is aware, in an attempt to deepen the understanding and enlarge the existing samples regarding this much-disputed issue especially in the context of Saudi Arabia.

## **2.6 Teachers' attitudes and practice of L1**

Inconsistency between teachers' practice and their attitudes is one of the research questions addressed by this study, that is, "Are there any contradictions between teachers' perceptions and their actual use of L1 in the classroom?". Teachers are seen as responsible for how much L1 language is used in the classroom because they are the main source of the input data (Scott, 2008). However, it has been demonstrated that peoples' beliefs are not always consistent with their actual use. For example, Edstrom (2006) admits that her perspectives are not consistent with

her practice. Moreover, Tsukamoto et al.'s (2012) study reveals that students contradicted themselves, because they wrote some comments in Japanese in their questionnaires while they mostly supported the use of English-only in the classroom. This inconsistency shows a gap between attitudes and practice.

According to Copland and Neokleous (2011), a problematic concept arose when teachers became inconsistent regarding the amount they used L1 and for what purpose. This contradiction between their beliefs and actual use may refer to their negative feeling towards their obliged use of L1. Copland and Neokleous (2011:278) surprisingly refer to this contradiction as a result of “not wishing to admit incompetence”. By the same token, Árvá and Medgyes (2000:368) state that “teachers' perceptions cannot be used as reliable compasses” because it is expected to find inconsistency between teachers' attitudes and their behaviour. This contradiction is due to the impact of other circumstances, which may modify the contrast between the actuality and what should be (Woods, 1996). Moreover, Auerbach (1993) claims that teachers and practitioners sometimes do not trust their actual use in classrooms. Therefore, they tend to pretend to be doing the ideal rather than the reality.

## **2.7 The situation in the Saudi Arabian context**

Since English has been officially recorded in the Saudi Arabian educational system, it has come up against some obstacles, due to the assumption that it may affect the students' mother tongue. Though language is seen as “a conduit for communication” (Crawford, 2004), it seems that the potential cultural impact of teaching English on Saudi students, which Gabrielatos (2001) and Auerbach (1993) claimed, has concerned the citizens. Another concern, raised by Cook (2008), that the language you speak is a way of expressing your identity, has made the acceptance of including English in Saudi education more complicated. English is now taught from the first grade in the elementary stage after heavy demands from researchers such as Abdan (1991) suggesting that English should be taught side by side with Arabic from the age of six.

According to Al-Seghayer (2005), teaching methods implemented are the audio-lingual method and the grammar translation method. He alleges that there are two reasons behind the deficiency of Saudi students' level. First, the teaching methods applied are monotonous, which indicates the importance of the use of some recent teaching methods (i.e. CLT and TBLT) in order to stimulate students to interact through the target language. The second reason is students' attitudes and motivation toward learning English.

In addition, Almulhim (2001) states that the overuse of Saudi students' L1 (Arabic) in the classroom is the main factor that negatively affects students' proficiency in English, especially in speaking. This demonstrates the reluctant attitude of Saudi researchers towards the use of L1 in the L2 classroom. Finally, in the context of this study, policy makers tend to exclude students' L1 in order to overcome this problematic issue. However, it seems that there is a confusion between using L1 when it is suitable and overusing it without paying attention to the target language.

## **2.8 Summary of this chapter**

This chapter has provided an extensive review of literature regarding the use of the mother tongue in the target language classroom. The chapter reviewed those who are in favour of an English-only policy. Their main concern was to expose the students to the target language as much as possible, especially in EFL contexts where students did not have the chance to practice the L2 outside classroom. On the other hand, those who support the use of students' mother tongue have been presented. Their major argument was that the two languages cannot be separated. Moreover, L1 is time-saving in situations when teachers are incapable of conveying the meaning to students in the target language due to their low proficiency.

Subsequently, five teaching methods used in the context of Saudi Arabia were discussed, regarding their allowance or ban of the use of L1. Reasons and purposes for excluding and including L1 were presented. It seems that translation, giving instructions and classroom management are the most common purposes for employing students' mother tongue in an L2 classroom. Research conducted on the use of L1 in the L2 classroom has also been presented and discussed. Most studies confirmed that the benefits of L1 use are greater than its shortcomings. Inconsistency between teachers' practice and their attitudes were highlighted, as they affected the results of some studies conducted.

In addition, students' perceptions according to their field of study have not been discussed in this chapter. The reason behind this was due to the absence of existing literature regarding the difference between English and non-English major students' attitudes toward this issue. Finally, the chapter concludes with a discussion of the situation in Saudi Arabia in particular. It has been emphasised that Saudi students' deficiency in English was due to their reluctance towards learning English and to the teaching methods applied, which lack the use of real language inside classrooms. Therefore, the present study aims to explore the use of L1 in the L2 Majmaah University classroom, for what purposes it is used, and whether there is a contradiction between the teachers' practice and their attitudes.

## **Chapter Three: Methodology**

### **3.1 Introduction**

This chapter begins by presenting the research paradigm adopted in this study. Then, the current research questions followed by an outline of the data collection and analysis procedures will be provided. Next, a discussion of the sample scale, research ethics, reliability and validity of the study will be presented.

### **3.2 Research Paradigm**

The way researchers conduct a study varies. However, researchers' actions and beliefs are guided through particular standards and principles. These principles and standards are called a paradigm. A paradigm is "a world view, a general perspective, a way of breaking down the complexity of the real world" (Patton, 1990:37). Therefore, due to the nature of this study, part of it follows the quantitative/positivist paradigm in that we are testing a hypothesis that "there will be no difference between the attitudes of English major and non-English major students to the use of Arabic in English classes" and part follows the qualitative/interpretivist paradigm in that we are trying to interpret data that are not readily quantifiable.

### **3.3 Research questions**

A case study, which Payne and Payne (2004:31) define as "...a detailed study of a single social unit", was conducted. The meaning of a social unit, according to Payne and Payne, is a "physical place" for example, among a particular population. However, although case studies are supposed to be small, the results of case studies cannot be generalised due to this scale (Payne and Payne, 2004). The importance of case studies lies in the fact that a single one can refute a general statement. Although case studies are mostly associated with qualitative methods, quantitative methods can be employed as well (Payne and Payne, 2004).

Therefore this study, which concentrated on exploring the use of the students' mother tongue in the target language classroom, took place in an academic institution. Until now, this has never been explored with a small-scale case study.

In order to explore this empirical area, general and specific research questions were addressed that were used to significantly organize the research project (Punch, 2005). According to O'Leary (2009), research questions are crucial because they "define an investigation, set boundaries, provide direction and act as a frame of reference for assessing your work" (p. 47). Thus, the general and specific questions for this study are as follows:

- The general question:

What are the undergraduate students' attitudes regarding their teachers' use of L1 in an EFL classroom?

- The specific questions:

- 1- What are the undergraduate students' attitudes regarding their teachers' use of L1 in an EFL classroom?
- 2- Are there any differences between English major students and non-English major students' attitudes regarding the use of L1 in the classroom?
- 3- For what purpose do teachers use L1 in the classroom?
- 4- Are there any contradictions between teachers' attitudes and their use of L1 in the classroom?

### **3.4 English vs. non-English major students**

One of the sub-questions this study addresses is whether there is a difference of attitudes between students specialising in English and those not so specialising, regarding the use of L1 in the L2 classroom, namely, "Are there any differences between English major students' and non-English major students' attitudes regarding the use of L1 in the classroom?". First of all, the literature lacks previous studies regarding this issue, as far as the researcher is aware, possibly

because it would seem apparent that students specialising in English are more proficient in English and therefore more eager to use English only in the classroom, while students not specialising in English would be expected to prefer the use of their mother tongue. Therefore, this issue has not been discussed or referenced in the previous chapter (Literature Review), which may indicate that this is a new area of investigation which needs to be tested. However, in the context of Majmaah University in Saudi Arabia, the proficiency level of students specialising in English seems similar to those who are non-specialising in English. The reasons behind this similarity are firstly that Majmaah University is a newly created university, which does not have an entry assessment for students who are applying to the English department. Therefore, students with deficiency level in English would undoubtedly be expected. The second reason is that the law and MIS departments, which were questioned, are more desirable among students than the English department, due to their high employment opportunities. Therefore, students with high grades in high school tend to apply to these two majors more than to the English major. This situation has resulted in a similar level in English proficiency.

Consequently, the above research sub-question is investigated by means of hypothesis testing. The proposed hypothesis states that “there will be no difference between the attitudes of English major and non-English major students to the use of Arabic in English classes”. The reason for this hypothesis is that there is no difference between the proficiency levels of the three groups of students since MIS and Law students are required to have the same level of English as English majors for admission to their degree programmes.

### **3.5 Data collection methods**

The methods used in the present study as means to answer the above research questions were: a questionnaire, an interview, and classroom observation. Dörnyei (2007:43) states that gathering data through mixed methods, which has been utilized in social science research in the early part of the twentieth century, would

“boost the development of theory”. As mentioned, the present study addresses four specific questions. The first and second questions are investigated by means of a questionnaire and the third and fourth questions by means of an interview and classroom observation. The following sub-sections present a detailed discussion of each method and its appropriateness to the present study.

### **3.5.1 Questionnaires**

In order to find the answers to the first and second research questions, a self-completion and close-ended questionnaire was adapted. The reason behind implementing a questionnaire is because it is fast to implement, has no impact on the researcher and is suitable for participants (Bryman, 2008). As the researcher did not have the time to test the research questions, he adapted an existing questionnaire, thus using questions that had been already piloted by Liu et al. (2004) and which had gained valid and reliable respondents. Moreover, applying existing questions clarifies the best method to approach the research questions (Bryman, 2008). Consequently, this study has adapted a close-ended questionnaire designed and conducted by Liu et al. (2004). As stated above, according to Bryman (2008), it is easier to process answers by using close-ended questions. What is more, it enhances the comparability of answers, it may clarify the meaning of a question for respondents, it is easy to complete, and it reduces the possibility of variability.

In detail, the questionnaire consisted of nine close-ended questions (See Appendix A). 66 first-year male undergraduates participated and fully answered the questions. Due to time restriction and for reasons of practicality, it was determined to conduct a small-scale study. All questions had five options for respondents to choose from. Questions 1, 2 and 3 concerned the quantity of the target language (English) used in the classroom by teachers, and to what extent the students understood it. Then, question 4 addressed whether students preferred the exclusion or inclusion of their L1 in the classroom. Afterwards, question 5 was divided into two sections (A-B). Section A referred to students who chose to

include their L1 in the fourth question. On the other hand, section B referred to students who chose to exclude their L1. Finally, questions 6, 7 and 8 concerned students' attitudes to the usefulness of English usage for their progress and what purpose it served.

The researcher translated the questionnaire into the students' mother tongue (Arabic), in an attempt to ensure their understanding of the questions and therefore the accurateness of their answers (See Appendix B). To check the quality of the translation, it was both revised by an English teacher and checked by an Arabic teacher. When the lesson was finished the researcher distributed the questionnaire to the four classrooms. The anonymity of the participants' identities and answers were assured.

### **3.5.2 Interviews**

The second instrument implemented in this study, in order to provide answers to the third and fourth questions, was the semi-structured interview. The reason for conducting an interview was due to the belief of researchers that it is the most effective method of gaining knowledge about people (Punch, 2005). Specifically, a semi-structured interview is produced, together with pre-established questions, in order to attain new data, which might add more valuable information (O'Leary, 2009). Therefore, this enables the researcher to clarify and elicit particular issues when it is needed. Similar to the questionnaire, the researcher adapted Liu et al.'s (2004) questions for the same reason stated above. Three teachers, who have been observed later in the classroom, participated in the interview. The reason behind interviewing the same teachers who were observed is to find out whether or not their attitudes are consistent with their practice. As mentioned earlier, for reasons of practicality and due to time restriction, only three teachers were interviewed. The interview was conducted in English since the participants hold PhDs in Applied Linguistics, and have more than eight years' teaching experience. The interview was then recorded audibly and transcribed. Each interview varied in its

duration; the first interview lasted for twelve minutes, the second for six minutes and the third for thirteen minutes.

In depth, the interview consisted of twelve questions (See Appendix C). The first question concerned the teaching methods employed. The second question regarded how much English the teacher used in the classroom; this was followed by the third question, which addressed the ideal percentage of English usage in the classroom that they felt was helpful to students. The fourth question tried to clarify the reasons for giving different answers to questions 2 and 3, if they did so. The fifth and sixth questions explored which situations English is mostly used in. The following question asked teachers whether or not they are under pressure to use only English in the classroom. Then, the eighth question explored the merits and shortcomings of applying only English in classroom. The ninth and tenth questions explored teachers' attitudes towards the use of students' L1 (Arabic). The eleventh question revealed their opinions of their students' preferences regarding the use of English in the classroom. Finally, the last question investigated whether or not the teachers liked the use of the L1 in classroom.

### **3.5.3 Observations**

The third instrument implemented in this study was classroom observation. This indirect method of data collection is different from the two former direct methods (questionnaire and interview) in that the relationship between the researcher and the participants is diminished (O'Leary, 2009). The main reasons for applying this instrument were to find out for what purpose L1 is used and due to the desire to explore the extent of consistency between what teachers claim they do (in the interview) and their actual behaviour in classroom. According to O'Leary (2009), the gap between the two can be significant. A semi-structured non-participant checklist observation was conducted, whereby data and criteria were predetermined; however, unplanned data was also recorded and therefore analysed. The observation was recorded in field notes, which are considered to be similar to video or audio recordings (Punch, 2005).

Four classrooms involving three teachers in total were observed by the researcher. Each observation lasted approximately fifty minutes. The interviewed teachers had also been observed later. The reason behind observing the same teachers who were interviewed was to explore whether or not there is a contradiction between their attitudes and practice. The aim of the observation was to explore in which situation (purpose) teachers used their students' mother tongue. An existing checklist observation, implemented by Copland and Neokleous (2011), was adapted here, for the same reasons as those stated with the former instruments (See Appendix D). Eleven purposes that had been identified in Copland and Neokleous study were examined in the classroom observation (See Chapter Two). In addition, these purposes were not regarded as an exhaustive checklist and the possibility of adding additional categories at the time of observation was kept open. Given possible differences between the culture in Cyprus and the culture in Saudi Arabia, this was not regarded as an exhaustive checklist. Therefore, the researcher's role was to observe the teachers' behaviour in the classroom and tick any of the stated situations where L1 was used. In addition, some of the non-mentioned situations will be discussed in the following chapter.

### **3.6 Data analysis**

The present study applied two approaches, namely, quantitative and qualitative methods of data analysis. The questionnaire was analysed quantitatively via the Statistical Package for the Social Sciences (SPSS) program, due to its ability to manipulate and analyse complex data (Punch, 2005). A significance test was also applied in order to reveal the relation between certain variables, that is, the students' attitudes about whether or not they were in favour of using their L1 in the classroom, according to their major area of study. The interviews and classroom observations were analysed qualitatively.

### **3.7 Sampling and population**

According to O'Leary (2009), one of the main objectives in social science research is exploring a particular population. He also states that the best means to explore a population is through collecting and generating of primary data. Moreover, Richards et al. (2012) state that research is superior when it is undertaken in a context that is familiar to the researcher. For these reasons, this study was undertaken in an academic institution where the researcher has worked for more than three years.

By the same token, a non-random sample participated in the present study, consisting of 66 first-year undergraduate male students from four different classrooms and majors, and three teachers. Due to the time restriction for collecting data and for practicality reasons, the sample was kept small. Two classrooms consisted of English major students while the other two were Law and MIS majors. Students were chosen according to their level (novice undergraduates), which is a convenient sample for the research and for the motivation of Law and MIS students to learn English, which could be higher than other non-English majors, while teachers were chosen because they were teaching the former participants which would allow for making a comparison between students' attitudes and teachers' practice.

### **3.8 Reliability and validity**

In order to ensure the quality of the instruments used in the study, psychometric characteristics, namely, reliability and validity should be taken into consideration. According to Payne and Payne (2004:196), reliability means, "the way data were gathered could be repeated without the methods themselves producing different results". This is a synonym for dependability, consistency and replicability (Cohen et al., 2011). It is more influential with quantitative than qualitative research (Bryman, 2008). Moreover, questions used in the three instruments (questionnaire, interview & observation) were already piloted by previous studies

as stated earlier. Therefore, quantitatively, an attempt to minimise the external sources of variation, by controlling the conditions regarding where the data collection took place, has been conducted. Qualitatively, an attempt was made to achieve accuracy of interpretation and comprehension of coverage from data recorded (Cohen et al., 2011).

In addition, the other psychometric characteristic is validity, which refers to “whether an indicator that is devised to gauge a concept really measures that concept” (Bryman, 2008:151). By combining quantitative and qualitative methods, a validation might occur (Punch, 2005). Therefore, qualitative and quantitative approaches have been implemented in the present study. Also, in an attempt to apply validation, qualitative data has been analysed inductively and presented in accordance to the respondents instead of the researcher (Cohen et al., 2011).

### **3.9 Ethics**

An ethics checklist for research projects, which clearly describes the nature of the present study, has been fulfilled (See Appendix E). Participants have been informed about the nature of the present study and assured that their identities will be kept anonymous, which Payne and Payne (2004) have highlighted. In order to assure that their responses were accurate, students were told during data collection that their teachers would not see their responses.

In order to have access to the university, the researcher gained official permission from the university to conduct a case study that included students, teachers and classroom observation (See Appendix F). Moreover, following the suggestion of O'Leary (2009), participants who gave an informed consent were told that no harm would come from participating in this study (See Appendices G-H).

## **Chapter Four: Results & Discussion**

### **4.1 Introduction**

This chapter presents the findings of this study of the teacher's use of the student's first language in the English language classroom, together with a discussion of the findings obtained. The results and discussions are organised according to the research questions. The results of each research question are presented and discussed in turn. In addition, the results are linked to previous studies in the literature. Therefore, the chapter begins by presenting and discussing student's attitudes towards their teachers' use of L1 in the classroom. Then, a presentation and discussion concerning whether or not there is a variation between students' attitudes regarding their field of study is provided. Afterwards, the reasons why teachers use the student's mother tongue is revealed and highlighted. The following section presents and explains whether or not teachers' attitudes are consistent with their practice. Lastly, a summary regarding the research findings and their contribution to the existing literature in the context of Saudi Arabia is offered.

### **4.2 Instruments implemented**

In order to answer the research questions, three instruments were implemented. The first research method used in this study was in the form of questionnaires. The questionnaires consisted of nine close-ended questions and students could select a response from five multiple choice answers for each question. 66 students from four different classes participated in the study. 31 were English major students and 35 were non-English major students.

The second research method, used with three teachers holding PhDs in applied linguistics, was the interviews. Teacher A had been teaching English for twelve years, teacher B for eight years and teacher C for eleven years. A semi-structured interview consisting of 12 questions was undertaken.

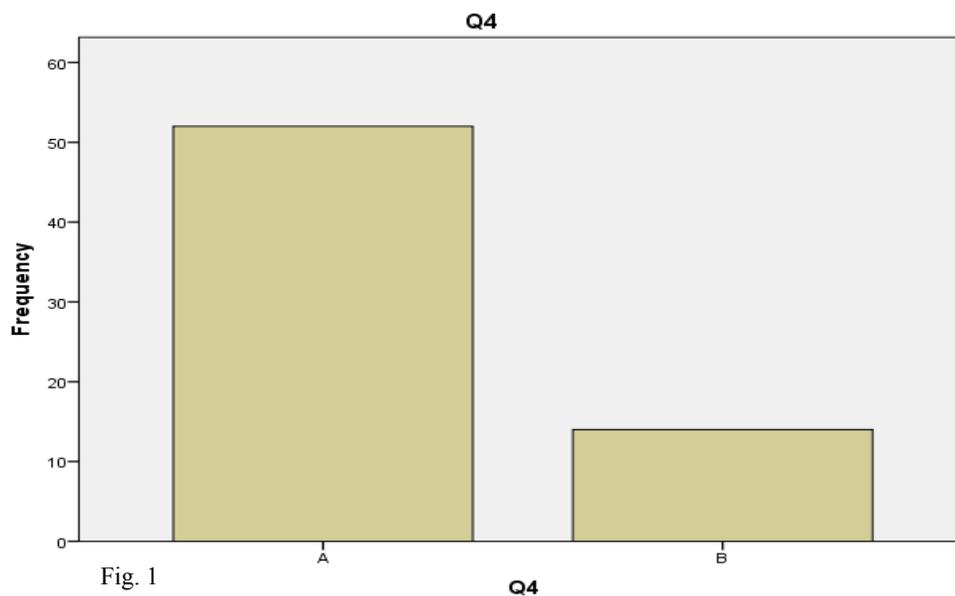
The third research method implemented was classroom observations. The focus was on teachers' use of Arabic during English lessons. If L1 is used, then for what purpose? Three teachers were observed and the observations were recorded in field notes. Teacher A was observed twice; the first time with English major students and the second with non-English major students. Teacher B was observed once with English major students. Teacher C was observed once with non-English major students.

#### 4.3 Students' attitudes regarding their teachers' use of L1 in the classroom

In order to find out student's attitudes towards their teacher's use of L1, Question 4 in the questionnaire asked students which language they would prefer that their teacher use in teaching. The multiple choice answers given were:

A) A mixture (English with Arabic)

B) English



According to the figure above, 52 (78.8%) out of 66 students, would prefer their teacher to use their mother tongue (Arabic) alongside the target language

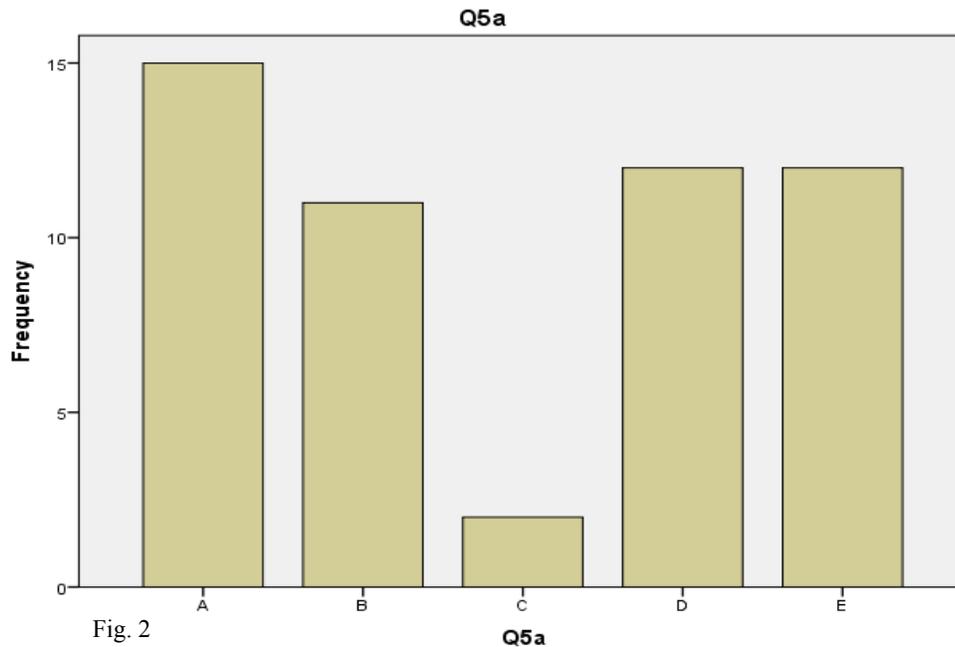
(English) in the classroom. On the other hand, 14 students (21.2%) favour the use of the target language (English) only in the classroom.

This finding is in line with previous studies conducted both in and outside the context of Saudi Arabia. For instance, Alnofaie (2010) found that 70% of students questioned were in favour of the use of their mother tongue. By the same token, the findings of this study seems to be consistent with those of Alshammari (2011) which indicated that 61% of the students questioned preferred the use of their L1 in an L2 classroom. Likewise, another study conducted by Brooks-Lewis (2009) at two universities in Mexico showed that students' perceptions with regard to the incorporation of their L1 were enormously positive. This may indicates that the exclusion of L1 in the L2 classroom needs to be reassessed.

On the other hand, the findings of this study contradict Tsukamoto et al. (2012) who found that 83% of students preferred the exclusion of their L1 in the L2 classroom. However, the researchers themselves acknowledged that students' awareness of the importance of English exposure in the classroom had an impact on their opinions.

Furthermore, students who preferred the use of Arabic alongside English were asked about their main reason for including their mother tongue. The five multiple choice reasons given were:

- A) It makes it easier for students to understand the teacher.
- B) It helps the teacher and students to avoid communication breakdowns.
- C) It is more time effective for the teacher in explaining what she/he is teaching.
- D) It allows students to focus better on the content of learning and to reduce distraction.
- E) It is much more effective than the use of English in helping students understand what is being taught.

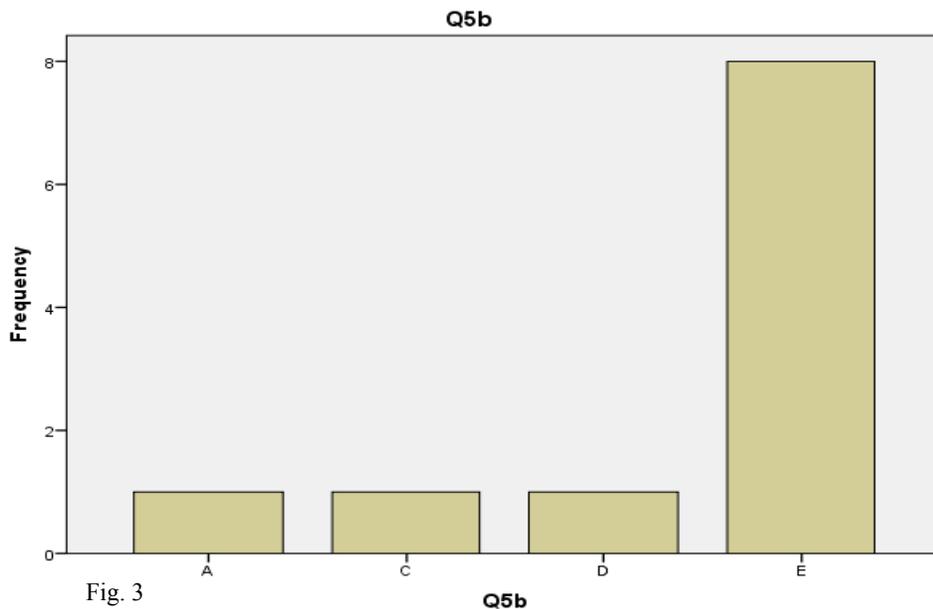


The figure above shows that among the five reasons provided, 15 students out of 52 students (22.7%) stated that the reason for their preference to use their L1 was its positive impact in understanding their teacher. In addition, 12 students (18.2%) stated that they prefer the use of their L1 because it allows them to focus better on the content of the lesson and reduces distractions. Moreover, 12 students (18.2%) indicated that it is much more effective than the use of English alone in helping them to understand what is being taught. 11 students (16.7%) said that they prefer to use their L1 because it helps them and the teacher to avoid communication breakdowns. Finally, only two students (3.0%) indicated that they prefer Arabic because it is more time effective for the teacher in explaining what he is teaching.

Therefore, it seems that the majority are more concerned about understanding their teacher and the content of the lesson rather than improving their English proficiency. This clearly indicates their reasons to include their L1 in classroom.

On the other hand, students who preferred the use of English only were asked about the main reason for excluding their mother tongue. The five multiple choice reasons given were:

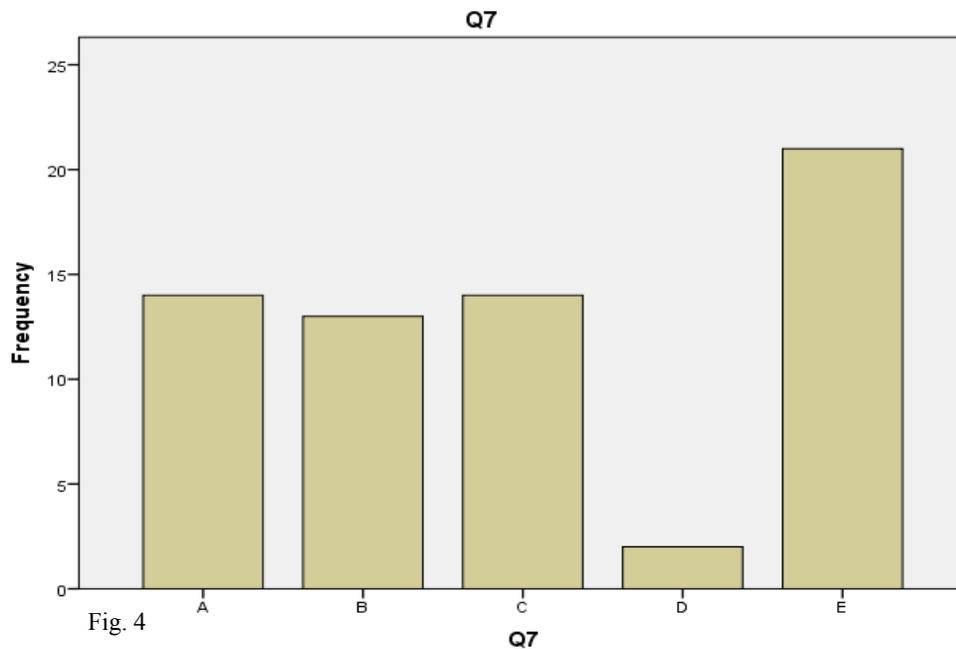
- A) It gives students greater exposure to the language.
- B) It allows students to understand what is being taught without any L1 interference.
- C) It gives students more listening practice in English.
- D) It is very helpful to students in improving their spoken English.
- E) It allows students to have a better overall grasp of the English language.



Out of the 14 students who stated that they prefer the exclusion of their L1 in the L2 classroom, the figure above shows that eight students (75.1%) stated they prefer the use of L2 only because it allows them to have a better overall grasp of the English language. Option A (that the use of English only gives students more opportunity to be exposed to English; option C (that it gives them more listening practice in English); and option D (that it is very helpful to students in improving their spoken English) received only one response each. Finally, no one chose option B (that it allows the students to understand what is being taught without any L1 interference) as a reason for excluding their L1 in the L2 classroom. Accordingly, the majority believed that exposure to English only is the only way to improve their English language, which indicates their reasons to exclude their L1 in classroom.

In addition, students were asked about which English language skill they think their teacher's use of English has helped them the most. Five multiple choice answers were given:

A) Vocabulary	B) Grammar	C) Reading	D) Writing	E) Listening and speaking
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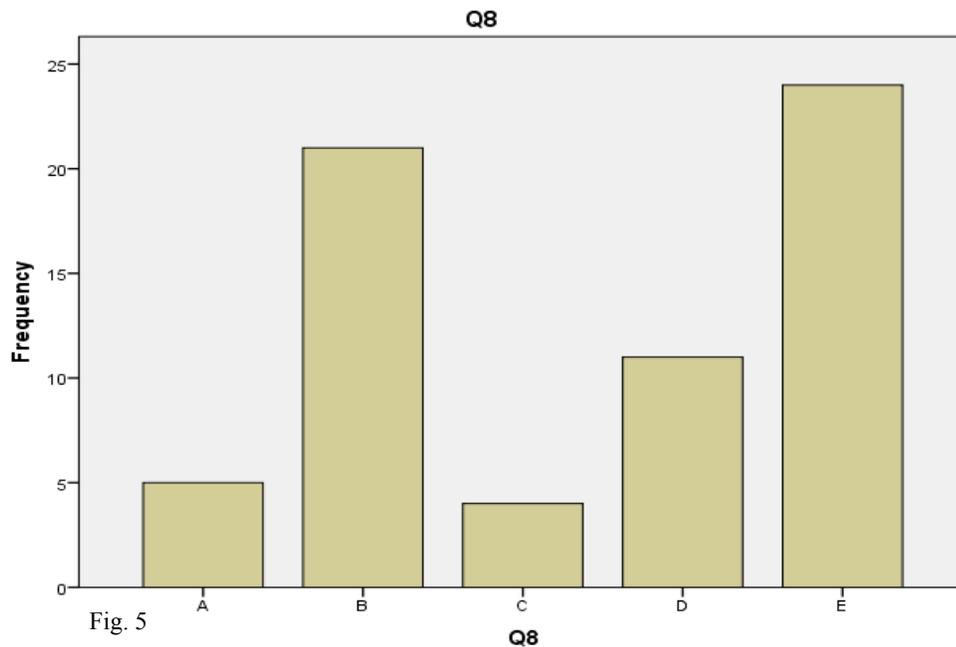


The figure above shows that 21 students (31.8%) stated that the use of English in the classroom helped them to improve their listening and speaking skills. This indicates that oral proficiency is the most promoted skill among the others. Options A and C gained an equal number of responses (14 each) and these participants believed that the use of English in the classroom helped students with their vocabulary and reading. Moreover, 13 students (19.7%) said that the use of English in the classroom helped them with their grammar while only two students (3.0%) indicated that their writing improved as a result of the use of English in the classroom. Thus, the majority believe that their oral skills improved which

indicates the positive impact of exposing students to English language in classroom.

After that, students were questioned why they think their teacher uses English in class. Five multiple choice answers given were because:

- A) Students and parents tend to regard teachers who use English in class as more qualified and better teachers.
- B) Exclusive use of English by the teacher is the best way to enhance students' English proficiency.
- C) English teachers are told to use English.
- D) It is natural to use English in an English class.
- E) Students have more opportunity to be exposed to English.



The graph shows that 24 students (36.4%) indicated that the opportunity to be exposed to English is the main reason teachers use the language in class. 21 students (31.8%) said that it is because it is the best way to enhance their English proficiency whereas 11 students (61.7%) felt that it was natural to use English in an English classroom. Five students (7.6%), however, believed that it was because students and parents tended to regard teachers who use English in class as better

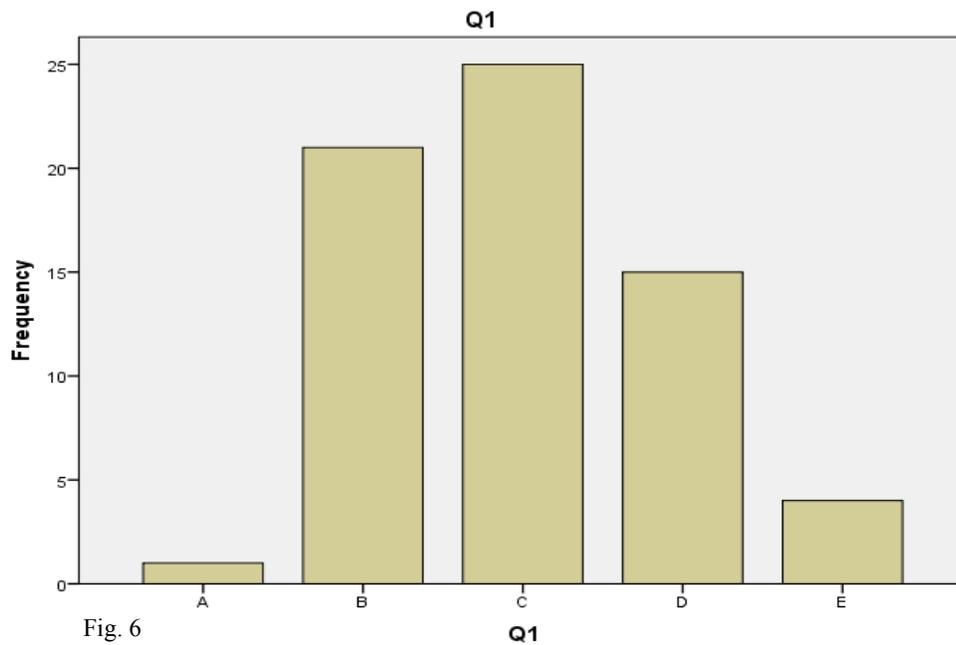
qualified and superior teachers. Finally, only four students (6.1%) thought that teachers use English in class because they are told to do so. Therefore, the majority indicate that exposure to English in classroom and enhance student's proficiency are the main benefits of employing English in classroom.

By the same token, teachers were questioned whether or not they think their students want them to use Arabic in class and why. Similarly to students' responses, teacher A said that students kept asking him to use Arabic during lessons reflecting their low proficiency. Also, teacher B clarified that although some students prefer English only, the majority asked him to use Arabic in the classroom. Teacher C indicated that some students prefer English although they do not fully understand English, whereas others prefer Arabic.

#### **4.3.1 Quantity of English used by teachers in the classroom**

Three questions in the questionnaire and three questions in the interviews were responsible for providing an answer to the quantity of English used by teachers in the classroom. The first question was how much time their teacher spends using the English language in class. Five multiple choice answers given were:

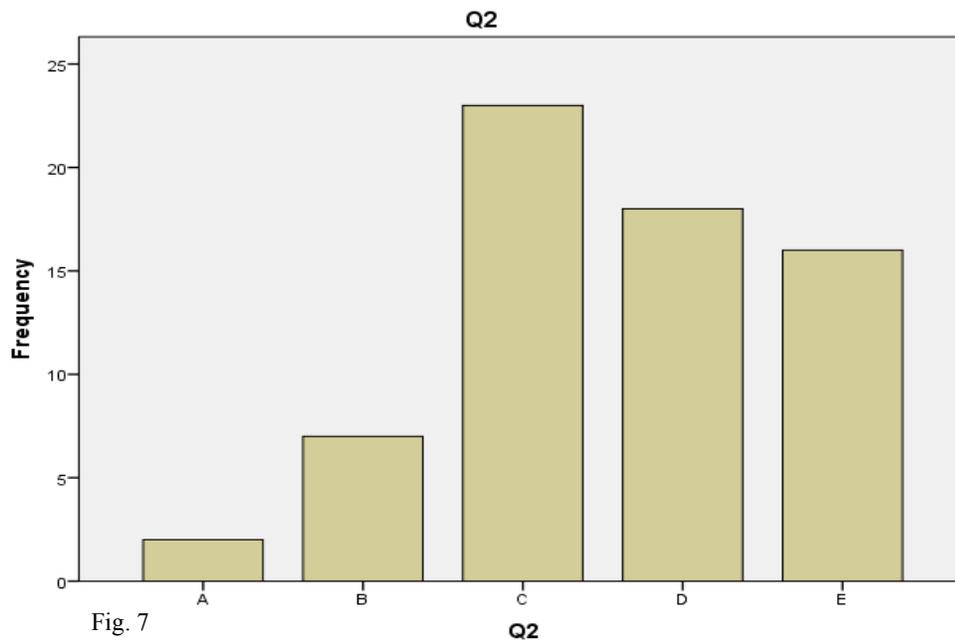
A) Less than 10%	B) 10-30%	C) About 50%	D) 70-90%	E) More than 90%
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According to the figure above, 25 students (37.9%) stated that their teacher used English about 50% of the time in class whereas 21 students (31.8%) said that their teacher used English for 10-30% of the time. Furthermore, 15 students (22.7%) believed that their teacher used English for 70-90% of the time in class while four students (6.1%) said that their teacher used English for more than 90% of the time in class with only one student (1.5%) indicating that his teacher used English less than 10% of the time.

The second question was how much English do students think their teacher should use in class in order to be most helpful to them in learning English. Five multiple choice answers provided were:

A) Less than 10%	B) 10-30%	C) About 50%	D) 70-90%	E) More than 90%
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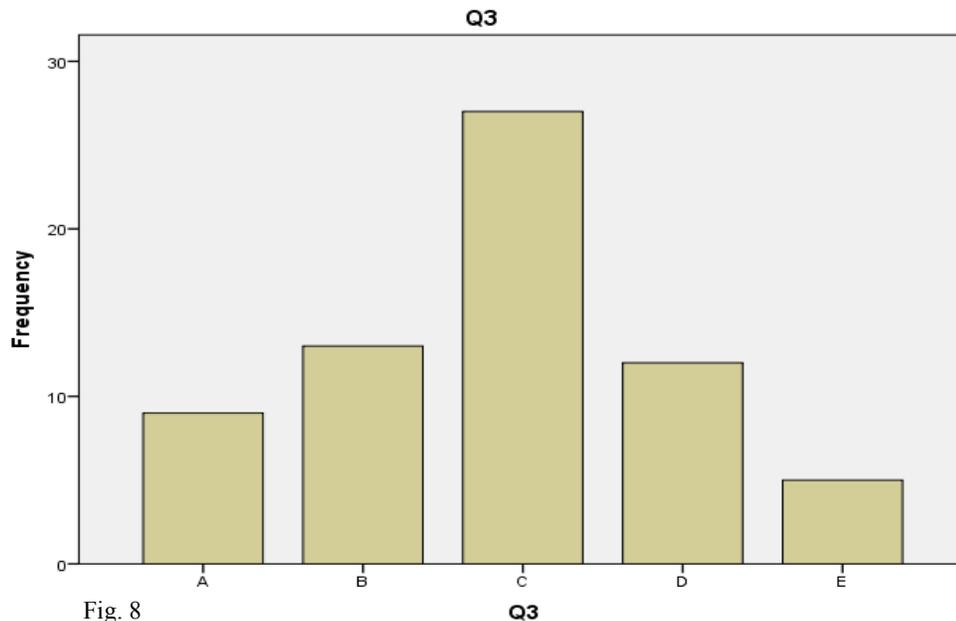


The figure above shows that 23 students (34.8%) said that their teacher should use English for about 50% of the time in class while 18 students (27.3%) stated that their teacher should use English for 70-90% of the time. Moreover, 16 students (24.2%) felt that their teacher should use English for more than 90% of the time in class. Seven students (10.6%) indicated that their teacher should use English for 10-30% of the time in class whilst only two students (3%) acknowledged that their teacher should use English for less than 10% of the time.

Therefore, it can be assumed that the majority of students prefer more than 50% of class time to be conducted in English. This finding is in line with that of Liu et al. (2004) who found that students prefer English to be used for 53% of class time. However, in terms of their responses regarding their teacher's actual use of English in the classroom, 37.9% stated that they use English for 50% of the class time, whereas 31.8% believed that they used English for 10-30%. So, according to the students, the teacher's use of English in the classroom is less than they wanted. Moreover, it is unexpected to have such a large diversity of opinions as in columns C and D above.

The third question was how much of their teacher’s English they can understand. Five multiple choice answers given were:

A) Less than 10%	B) 10-30%	C) About 50%	D) 70-90%	E) More than 90%
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The figure above indicates that 27 students (40.9%) stated that they understood their teacher’s English for about 50% of the time. However, 13 students (19.7%) said that they understood 10-30% of their teacher’s English while 12 students (18.2%) indicated that they understood 70-90% of their teacher’s English. In addition, nine students (13.6%) believed that they understood less than 10% of their teacher’s English while only five students claimed to understand more than 90% of their teacher’s English.

Consequently, this points out that, on the one hand, because students do not understand all the English spoken in the classroom, they are in favour of employing their L1 alongside English. On the other hand, although students’ understanding of their teacher’s English is no more than 50%, they still prefer to be exposed to English in the classroom for more than 50% of the class time.

However, it is surprising that the majority understood only 50% of their teacher's English, which raises a critical issue regarding the inclusion of L1.

In addition, the researcher asked the three teachers how much English they usually use in class. Teachers A and B said that they used English all the time in the classroom. However, teacher B qualified this by stating that the low proficiency of students forced him to summarise key points in Arabic. Teacher A did not deny that he used Arabic but only on certain occasions. In addition, teacher C said that he used English as much as possible but admitted that he usually introduced new words and new rules in Arabic.

Afterward, teachers were asked how much English they think teachers should speak in class to be most helpful to the students. Generally speaking, all three teachers acknowledged that English should be employed as much as possible. Specifically, teacher A stated that English should be spoken no less than 80% of the time in class. Teacher B insisted that only English should be used, even if students missed some new lexical items because with time they would come to understand their meaning. Teacher C said that students should learn without the use of their L1. Therefore, English only in the classroom is the best choice.

Later, teachers were asked if there was any difference between their answers to the two former questions, and if so, why. Teacher A was consistent with his answers to both questions in that he used English most of the time, which is the ideal way to teach the language. However, teacher B admitted that sometimes theory is different from practice, especially in the Arab world where culture has an impact on learning English. Moreover, teacher C acknowledged that students' levels in English might affect what could be done in the classroom.

As a result, the three teachers stated in the interview that they use English most of the time, which means more than 70%. For instance, teacher A insisted that he would never use Arabic for more than 20% of the class time, which means that he used English for at 80% of the time. By comparing students' estimations and

teachers' reflections on the actual use of English in the classroom, it seems there is an inconsistency between them. Again, this contradiction seems to be in line with Liu et al. (2004) who found that teachers' estimates of their use of L1 in the classroom was 32%, while the students' estimates of their teachers' use of L1 was 41% of class time.

#### 4.4 Differences between English major students and non-English major students' perceptions regarding the use of L1 in the classroom

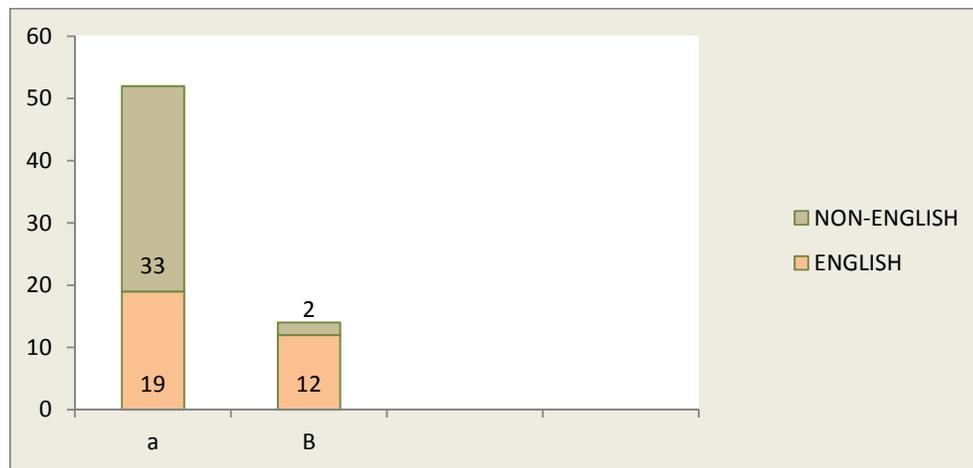


Fig. 9

The fourth question in the questionnaire was designed to test the hypothesis that “there will be no difference between the attitudes of English major and non-English major students with regard to the use of Arabic in English classes”. Accordingly, the students were asked whether they preferred the use of English only or English alongside Arabic in the classroom. The chart above shows that 19 out of 31 (61.2%) English major students expressed a preference for the use of Arabic with English in the classroom while 12 students (38.8%) expressed a preference for the use of English only. In contrast, 33 out of 35 (94.2%) non-English major students expressed a preference for the use of Arabic with English in the classroom whereas only two students (5.8%) expressed a preference for the use of English only.

This unexpected result therefore disconfirms the hypothesis and may indicate that although both English major and non-English major students are low in English proficiency, English major students are more reluctant to use their mother tongue than non-English major students. The findings above are considered as significant regarding the students' majors (See Figure 10 below).

**Q4 \* Major Cross Tabulation**

			Major				Total
			English A	English B	Law	MIS	
Q4	A	Count	8	11	15	18	52
		% within Q4	15.4%	21.2%	28.8%	34.6%	100.0%
	B	Count	7	5	1	1	14
		% within Q4	50.0%	35.7%	7.1%	7.1%	100.0%
Total	Count	15	16	16	19	66	
	% within Q4	22.7%	24.2%	24.2%	28.8%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.815 <sup>a</sup>	3	.008
Likelihood Ratio	12.292	3	.006
Linear-by-Linear Association	10.572	1	.001
N of Valid Cases	66		

Fig. 10

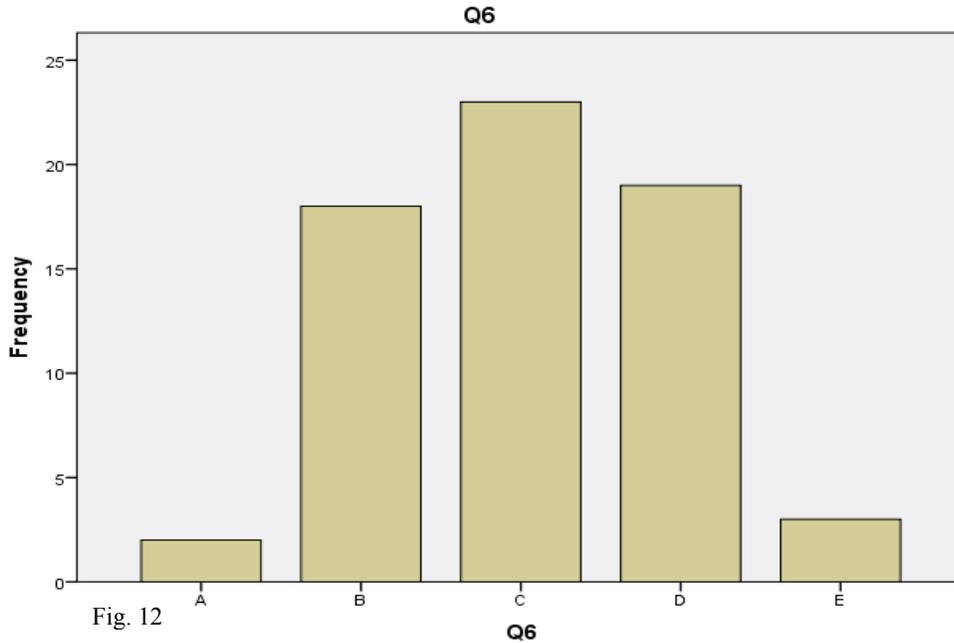
Furthermore, one of the questions in the questionnaire asked students how much they thought their teacher's use of English had helped them to improve their English oral proficiency. Five multiple choice answers following the Likert scale were provided:

A) Not at all	B) A little	C) Somewhat	D) Very much	E). Enormously
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### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	65	1.00	5.00	3.0462	.94258
Valid N (listwise)	65				

Fig. 11



The figure above shows that 23 students (34.8%) indicated that their teacher’s use of English helped them to some extent in their oral proficiency. 19 students (28.8%), said that it helped them very much whereas 18 students (27%) stated that their teacher’s use of English helped their oral proficiency but only moderately. Three students (4.5%) pointed out that it helped them enormously whilst only two students (3.0%) alleged that the use of English in the classroom did not help them to improve their oral proficiency at all.

In detail, each Likert scale has gained the following respondents; 47.8% English major and 52.2% non-English major students said that teacher’s use of English helped them in their oral proficiency. 36.9% English major and 63.1% non-English major students highlighted that it was very helpful whereas 50% English major and 50% non-English major students revealed that it helped them

moderately. 33.3% English major and 66.7% non-English major students thought that English use helped them enormously. However, only English major students said it did not help them to improve their oral proficiency.

Regarding the above findings, the majority agreed that it helped them. However, the major did not have any impact on students' opinions regarding their improvement. Therefore, this result would reinforce the significant finding regarding students' attitude towards the inclusion or exclusion of their L1 in an L2 classroom. It indicates that though students felt that there was an improvement in their English oral proficiency due to their exposure to English in the classroom, the majority did not prefer the exclusion of their mother tongue. Besides, English major students' responses were not entirely similar to those of non-English major students, which indicates that the students' major affected their opinions more than their oral proficiency.

#### **4.5 Purposes and reasons why teachers use L1 in the classroom**

Interviews with teachers and classroom observations have revealed the purposes for which teachers use the students' mother tongue in the classroom. First of all, teachers were asked about which teaching method they used in class and why. Teachers A and C stated clearly that they implement the CLT method in the classroom. The reason behind their use of CLT was to encourage more communication amongst students and make students participate more effectively in the learning process. Teacher B said that he implemented two teaching methods, namely, the grammar translation method and the CLT method. He indicated that, for grammar lessons, the grammar translation method was employed whereas for other lessons such as reading, vocabulary, speaking and listening he employed the CLT method.

The reason behind the above question was to find out whether or not there is a relation between the method of teaching implemented in classroom and the use of the mother tongue. However, according to the observations, teachers A and C

implemented the CLT method while teacher B implemented the Grammar translation method. All the teachers used Arabic in the classroom, which indicates that teaching methods do not have any impact on a teacher's policy regarding the inclusion or exclusion of L1.

After that, the researcher asked the teachers when they usually use Arabic in classroom. Teacher A said that he used Arabic when it was necessary. For example, he used Arabic when students needed further explanations about the main subject. Teacher B indicated that he used Arabic only with classes whose English was at a low level. For instance, he summarised the subject in Arabic in order to make sure they had grasped the idea. However, he said that he never used Arabic with classes whose English was at a high level. Teacher C said that he used Arabic only for introducing new words or rules.

Then, they were asked when they thought Arabic was helpful to the students. Teacher A stated that using Arabic could be helpful for low proficiency students. However, he insisted that it should not to be used for more than 20% of the time. Teacher B felt that using Arabic was helpful when teachers failed to convey the meaning in English. Teacher C acknowledged that he used Arabic for introducing new words and rules, especially when students failed to understand the subject in English.

The reasons raised by teachers regarding why they used Arabic in the classroom are consistent with previous studies. For example, Polio and Duff (1994:317) found that L1 is used for the purposes of "producing and translating vocabulary items, classroom management and overcoming students' lack of comprehension". Although the context of the present study and that of Polio and Duff's study was totally different, there is a similarity in terms of use of L1 in the L2 classroom. This may indicate the situations in which L1 is needed which are common regardless of the context.

Moreover, teachers were questioned about when they usually used English in class and why. Teacher A stated that he used English most of the time, especially at the beginning and at the end of the lessons. Likewise, teacher B said that he used English all the time but emphasised the importance of beginning the lesson in English only. Teacher C was more flexible and said that he used English as long as students could understand him. However, if students were unable to understand the lesson, he immediately switched to Arabic.

After that the researcher asked when teachers think using English is most effective. Teacher A stated that introducing new information should be in the target language in order to make students aware of the culture of the L2. Teacher B felt that using English all the time was the best approach, especially when students were interested in a discussion or a topic. However, Teacher C was of the opinion that using English with intermediate and advanced learners would be more effective than with beginners.

In addition, the researcher observed four classes for the third part of the study. The first two observations were conducted with teacher A. The reason for this was to explore whether there were any differences in the teacher's behaviour when teaching English major students and non-English major students regarding his use of the students' mother tongue.

#### 4.5.1 First observation

Functions:	
Praise	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Jokes	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Explaining / revising language skills and systems	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Hints	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Markers	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Translation	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Opinions	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Instructions	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Questions and answers	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Logistics	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Reprimands	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Other	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>

Table 1

Although the first observation was held with English major students, the teacher did in fact use their mother tongue. The lesson consisted of a reading passage followed by activities and the teacher used CLT method. According to the table above, six out of the 11 purposes for using the L1 were used. Moreover, one more purpose, namely, the use of religious statements, which has not been mentioned in previous studies, as far as the researcher is aware, was identified.

On the whole, English was used most of the time but the L1 was also utilised. In detail, the teacher introduced the lesson in English and then briefly summarised the introduction in Arabic. Later, before the students began the activities, he used Arabic to make sure students understood the activity. During the activities, he translated some new lexical items and gave clues in Arabic in order to elicit answers from students. Moreover, he used some Arabic jokes when addressing sleepy and talkative students. At the end of the lesson, he used Arabic when asking students follow-up questions regarding the lesson. In addition, he used religious statements to support the idea of the passage, which was about Muslim behaviour. Therefore, statements from The Qur'an and Prophet's sayings were employed.

#### 4.5.2 Second observation

<b>Functions:</b>		
Praise	Used <input type="checkbox"/>	Not used <input checked="" type="checkbox"/>
Jokes	Used <input checked="" type="checkbox"/>	Not used <input type="checkbox"/>
Explaining / revising language skills and systems	Used <input checked="" type="checkbox"/>	Not used <input type="checkbox"/>
Hints	Used <input checked="" type="checkbox"/>	Not used <input type="checkbox"/>
Markers	Used <input type="checkbox"/>	Not used <input checked="" type="checkbox"/>
Translation	Used <input checked="" type="checkbox"/>	Not used <input type="checkbox"/>
Opinions	Used <input type="checkbox"/>	Not used <input checked="" type="checkbox"/>
Instructions	Used <input checked="" type="checkbox"/>	Not used <input type="checkbox"/>
Questions and answers	Used <input checked="" type="checkbox"/>	Not used <input type="checkbox"/>
Logistics	Used <input type="checkbox"/>	Not used <input checked="" type="checkbox"/>
Reprimands	Used <input type="checkbox"/>	Not used <input checked="" type="checkbox"/>
Other	Used <input type="checkbox"/>	Not used <input checked="" type="checkbox"/>

Table 2

This observation was held with the same teacher as observed above but when he was teaching non-English major students (MIS). The lesson was a general revision before students' mid-term exam. The observation revealed similar findings to the former one. The teacher used L1 with non-English major students in exactly the same way as with English major students (see the table above). The only exception was that he did not use any of the religious statements that he had employed in the former observation.

Thinking about the above two observations, this reveals that the teacher does not seem to cater for the different preferences for the use of the L1 between English-major and non-English-major students, which emphasises the need to attract this teacher's attention towards this variation.

### 4.5.3 Third observation

Functions:	
Praise	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Jokes	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Explaining / revising language skills and systems	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Hints	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Markers	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Translation	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Opinions	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Instructions	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Questions and answers	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Logistics	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Reprimands	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Other	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>

Table 3

One observation was implemented with teacher B. The subject of the lesson was grammar and the lesson was with English major students. The teacher used the grammar translation method. Seven purposes for using the English language, as shown in the table above, were used. At the beginning of the lesson, the teacher revised the previous lesson in English. He then briefly summarised it in Arabic. Afterwards, he began the new lesson with an Arabic joke in order to attract the attention of the students. He subsequently introduced the new vocabularies in English followed by clues in Arabic. Later, in order to make sure that all students recognised the new lexical items, he translated them verbally into Arabic. He also explained the activities to two students in Arabic after they asked him for further clarification. At the end of the lesson, he repeated some questions in Arabic when he noted that some of the students did not fully understand them. Reprimands were used for some talkative students.

#### 4.5.4 Fourth observation

Functions:	
Praise	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Jokes	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Explaining / revising language skills and systems	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Hints	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Markers	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Translation	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Opinions	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Instructions	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Questions and answers	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>
Logistics	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Reprimands	Used <input type="checkbox"/> Not used <input checked="" type="checkbox"/>
Other	Used <input checked="" type="checkbox"/> Not used <input type="checkbox"/>

Table 4

This observation was held with teacher C, who was observed with non-English major students, in this instance with students majoring in law. The content of the lesson was reading comprehension followed by activities and the teacher used the CLT method. Out of the eleven purposes for using the English language shown on the checklist above, there were six situations where L1 was used. At the start of the lesson, the teacher greeted students in Arabic. This purpose for using L1 was not mentioned on the observation checklist. He then summarised new words and rules in Arabic, after explaining them thoroughly in English. To encourage students to participate in the activities, he used Arabic jokes. Hints were used to introduce new words followed by translating them into students' L1, if the hints did not help students to recognise the meaning. Moreover, he summarised some questions in Arabic when he found some students were unable to understand the meaning of the question.

According to the attained results above, the purposes are in line with previous studies such as those of Copland & Neokleous (2011) and Liu et al. (2004), from which the questionnaire, interview and observation checklist of this study were adapted. Therefore, the above situations can be clearly identified as common

functions of L1 in L2 classrooms. Nevertheless, there are two situations identified by the researcher during the classroom observations that have not been mentioned in the checklist form. The first situation was the use of Arabic for the purpose of greeting students. For example, teacher C greeted students by saying ‘Alssalam Alikum’ which translates as “Peace be upon you” accompanied by an English greeting ‘Good morning’. The second situation was using Arabic for the purpose of referencing religious statements. For instance, teacher A mentioned some Islamic statements from the Quran and the Prophet’s sayings.

#### **4.6 Consistency and contradictions between teachers’ attitudes and their actual use of L1 in the classroom**

For the sake of exploring the consistency between teachers’ perceptions and their practice, interviews with teachers and classroom observations were conducted by the researcher. These revealed an inconsistency between teachers’ attitudes and their practice regarding the use of L1 in L2 classroom.

According to the interviews, all three teachers acknowledged a restricted use of Arabic in the English classroom. For instance, one of the three teachers stated that he used Arabic for not more than 20% of the class time.

However according to the observations, although the researcher did not count how much Arabic was used, or how many Arabic words were uttered, it was apparent that L1 was utilised more than the teachers perceived. For example, with regard to teacher A, who said that he would not use Arabic for more than 20%, the observation revealed that he did actually exceed the 20%. Similarly, teacher B assured the researcher that he spoke English for most of the class time; yet according to the observation, he used Arabic repeatedly. These findings are in line with Edstrom’s (2006) self-study when she found that her attitude was slightly contradicting her practice regarding the use of L1 in the L2 classroom although she was fully aware about the study process. In contrast, it seems that teacher C’s

reflection was the least inconsistent among the other teachers in terms of his practice.

In addition, teachers were asked whether or not they felt pressured to use more English. The reason behind this was to find out whether or not there is an external impact which may affect their opinions. Teachers A and B said that they felt no pressure to use English because it is the ideal thing to do, whereas teacher C admitted that he felt pressured to use English with low proficiency students although he doubted it was always in their best interests.

Similarly, they were asked if they felt uneasy about using Arabic in their instruction. All three teachers acknowledged that it was not easy for them to use Arabic in class due to the negative impact on students' proficiency. Therefore, they felt guilty when they used Arabic although they have acknowledged implicitly the merits of the L1.

One of the potential reasons behind this contradiction is the general attitude of university staff towards the use of L1 in an L2 classroom. For example, according to the researcher, who was familiar with the staff of the college where this study was undertaken, the majority were against the inclusion of the students' mother tongue in the sciences and in English classes. Therefore, this might have influenced the teachers' opinions but not their practice.

In addition, it should be acknowledged that students' low level in the target language was identified by teacher C as the main reason for teachers employing Arabic. However, the amount employed was not consistent with the attitudes perceived.

Furthermore, when teachers were asked about the advantages and disadvantages of using English only in teaching, teacher A said that using English only in the classroom was very important, especially for Arab students who do not have the chance to practise English outside the classroom. Moreover, he said that using

students' L1 should be forbidden inside the university campus (English zone) in order for students to improve their proficiency. He asserted that there are no disadvantages in employing English only. Similarly, teacher B said that using English only in the classroom was the only opportunity students had to practice their language skills, particularly in a context like Saudi Arabia where English is rarely used outside classrooms. However, he did not see any disadvantages in employing English only. Teacher C thought that using English only is an advantage in itself but felt that it was not suitable for beginners.

This indicates that teachers A and B were contradicting themselves unlike teacher C. They stated that excluding the students' mother tongue has no shortcomings; however, they acknowledged the use of Arabic in classroom when they failed to convey the meaning of new words, which is an advantage of the mother tongue.

#### **4.7 Summary of this chapter**

This chapter has presented and discussed the findings of the current study. Generally speaking, the findings were consistent with previous studies. The results of this study about students' attitudes regarding their teachers' use of L1 in the classroom revealed that students prefer their teachers to employ their mother tongue in L2 classrooms. So, the exclusion of Arabic in the English classroom is undesirable. However, regarding the quantity of English used by teachers in the classroom, although their proficiency in English was low, students preferred English to be used more than 50% of the class time.

Moreover, regarding differences between English major students and non-English major students' attitudes regarding the use of L1 in the classroom, the findings showed that although English major students' levels were low as was the case with non-English major students, the former were more reluctant to employ their mother tongue in the classroom.

In addition, as regards the purposes and reasons why teachers use L1 in the classroom, this study revealed that Arabic was used mainly for the purpose of explaining and revising language and systems, giving hints or instructions, and translating new lexical items. Two situations not identified in the observation checklist were discovered, namely, greeting students in Arabic, and references to religious statements. To conclude, these findings provide some support for the assumption that the students' mother tongue is a desirable factor to be employed in the target language classroom.

As a final point regarding consistency and contradictions between teachers' attitudes and their actual use of L1 in the classroom, the teachers indicated, on the one hand, that they did not like the inclusion of Arabic. However, the students' low proficiency in English forced them to employ it. On the other hand, their practice in the classroom contradicted their attitudes. They used Arabic more than they indicated.

## **Chapter Five: Conclusion & recommendation**

### **5.1 Conclusion**

The integration of the students' mother tongue in the target language classroom is a controversial issue. However, many recent studies support the inclusion of L1 rather than its exclusion in the classroom.

In the Saudi Arabian context, far too little attention has been paid to this issue. Therefore, this study aimed to shed some light on the students' attitudes towards their teachers' use of L1 in the L2 classroom. The study took place in Majmaah University, Saudi Arabia. The findings revealed that the mother tongue is integrated and welcomed in the target language classroom. Specifically, English major students were more reluctant to use their mother tongue than non-English major students, although they both have the same level of English proficiency. This study found that explaining language skills and translating new lexical items are the most common purposes for employing the students' mother tongue. Moreover, the study showed that teachers' attitudes were not consistent with their practice.

An implication of these findings is that the mother tongue should be made use of when teaching the target language in an EFL classroom to only a very limited degree. Another practical implication is that attitudes may contradict practice; therefore, a consideration of attitudes through questionnaires or interviews should be accompanied by observation of the investigated phenomenon.

### **5.2 Limitations of the study**

A number of caveats need to be noted regarding the present study. One of these limitations is the time available to collect data. Due to the holiday clash between the Easter break in the UK and the Saudi Arabian spring break, the researcher was obliged to collect data for only two weeks, although initially it was planned to be

a month. For these reasons, a pilot study, which is highly recommended by researchers, was not carried out.

Another important shortcoming of the present study was as a result of the sample that was used in the study. In particular, the number of teachers and classes was small. In fact, a larger number of participants and classes had been planned; however, some teachers were reluctant to take part in the study and only three fully agreed and welcomed the chance to be interviewed, and four classes were observed. As a result, the findings cannot be generalised to all Saudi students and teachers.

One of the shortcomings confronted during the collection of the data was the limited information attained from teachers. The potential reason for this limitation is due to the fact that two participants were not very forthcoming in their responses. Moreover, the researcher applied the general practice, within this discipline, of not interrupting interviewees, which may have affected their length.

There were no previous studies in the literature regarding the difference between English major and non-English major students, which was an aspect that this study investigated. Therefore, it was difficult to support the hypothesis put forward in the study.

In addition, an issue that was not addressed in this study during the classroom observation process was that the researcher did not count how many times L1 was uttered. This would have added insight regarding the purpose for which it was most commonly used. Similarly, the researcher did not provide open-ended questions in the students' questionnaire, which might have restricted their responses. Finally, the researcher conducted interviews with teachers before observing them, which may affect their natural behaviour in the classroom.

### **5.3 Further research**

This research has thrown up many questions in need of further investigation. The present study could encourage other researchers to explore this issue on a larger scale in order to deepen our understanding of this phenomenon. Another recommendation is to investigate the amount of L1 employed in the L2 classroom by, for example, computing the proportion of time devoted to each language.

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## 7. Appendices

### Appendix A: Students' Questionnaire (English Version)

<b>Part I: Personal Information</b>				
Student Name				
Age				
Field of Study				
English Class Level	Year 1 (Semester1)    Year 1 (Semester2)			
<b>Part II: Please answer the following questions. For each question, please select the choice that you believe most closely represents your answer</b>				
1	How much English does your English teacher use in class?			
A) Less than 10%	B) 10-30%	C) About 50%	D) 70-90%	E) More than 90%
2	How much English do you think your teacher should use in class that is most helpful to you in learning English?			
A) Less than 10%	B) 10-30%	C) About 50%	D) 70-90%	E) More than 90%
3	How much can you understand your teacher's English?			
A) Less than 10%	B) 10-30%	C) About 50%	D) 70-90%	E) More than 90%
4	Which language do you prefer that your teacher use in teaching?			
A) A mixture (English with Arabic)		B) English		
5A	If your answer to Question 4 is A, what is your main reason for preferring the use of Arabic?			
A) It makes it easier for me to understand the teacher.				
B) It helps the teacher and us to avoid communication breakdowns.				
C) It is more time cost-effective for the teacher in explaining what she/he is teaching.				
D) It allows me to focus better on the content of learning and to reduce distraction.				
E) It is much more effective than the use of English in helping me understand what is being taught.				
5B	If your answer to Question 4 is B, what is your main reason for preferring the use of English?			
A) It gives me more opportunity to be exposed to English.				
B) It allows me to understand the teaching without any L1 interference.				
C) It gives me more listening practice in English.				
D) It is very helpful to me in improving my spoken English.				
E) It allows me to have a better overall grasp of the English language.				
6	How much do you think your teacher's use of English has helped you in improving your English oral proficiency?			
A) Not all	B) A little	C) Somewhat	D) Much.	E). Enormously
7	In which English language skill do you think your teacher's use of English has helped you the most?			
A) Vocabulary	B) Grammar	C) Reading	D) Writing	E) Listening and

				speaking
8	Why do you think your teacher uses English in class?			
A) Students and parents tend to regard teachers who use English in class as more qualified and better teachers.				
B) Exclusive use of English by the teacher is the best way to enhance students' English proficiency.				
C) English teachers are told to use English.				
D) It is natural to use English in an English class.				
E) Students have more opportunity to be exposed to English.				
				Liu, et al. (2004)

### Appendix B: Students' Questionnaire (Arabic Version)

الجزء الأول: البيانات الشخصية:	
	الإسم
	العمر

مجال الدراسة				
المستوى الدراسي				
الجزء الثاني: فضلا أجب عن الأسئلة التالية من خلال تحديد الإجابة التي توضح رأيك:				
1- كم نسبة استخدام اللغة الإنجليزية داخل الفصل من قبل أستاذك؟				
(أ) أقل من 10%	(ب) 10-30%	(ج) حوالي 50%	(د) 70-90%	(هـ) أكثر من 90%
2- كم نسبة استخدام اللغة الإنجليزية والتي تعتقد أنه من الأفضل استخدامها من قبل أستاذك؟				
(أ) أقل من 10%	(ب) 10-30%	(ج) حوالي 50%	(د) 70-90%	(هـ) أكثر من 90%
3- كم نسبة فهمك للغة الإنجليزية التي يستخدمها أستاذك؟				
(أ) أقل من 10%	(ب) 10-30%	(ج) حوالي 50%	(د) 70-90%	(هـ) أكثر من 90%
4- ماهي اللغة التي تفضل أن يستخدمها أستاذك في التدريس داخل الفصل؟				
(أ) مزدوج (اللغة الإنجليزية واللغة العربية) (ب) اللغة الإنجليزية فقط				
5- إذا كانت إجابتك للسؤال الرابع هي (أ) فما هو السبب الذي يجعلك تفضل استخدام اللغتين معا؟				
أ-				
(أ) حتى يسهل علي فهم الأستاذ.				
(ب) لأنها تساعد الطالب والأستاذ على التواصل بشكل أفضل.				
(ج) لأنها تحافظ على وقت الأستاذ لإيضاح مايقوم بشرحه.				
(د) لأنها تتيح لي التركيز على المحتوى وتقلل نسبة التشتت.				
(هـ) لأنها فعالة بالنسبة لي من استخدام اللغة الإنجليزية فقط لمساعدتي على الفهم.				
5- إذا كانت إجابتك للسؤال الرابع هي (ب) فما هو السبب الذي يجعلك تفضل استخدام اللغة الإنجليزية				
ب- فقط؟				
(أ) لأنها تتيح لي الفرصة للتعرض للغة الإنجليزية أكبر قدر ممكن.				
(ب) لأنها تتيح لي فهم الشرح من دون التعرض للغة الأم (اللغة العربية).				
(ج) لأنها تساعدني على ممارسة الإستماع للغة الإنجليزية.				
(د) لأنها تساعدني على تطوير مهارة التحدث لدي.				
(هـ) لأنها تتيح لي تطوير لغتي الإنجليزية بشكل عام.				
6- بإعتقادك كم نسبة فائدتك من استخدام أستاذك للغة الإنجليزية في تطوير مهارة التحدث لديك؟				
(أ) أبدا	(ب) قليلا	(ج) أحيانا	(د) كثيرا	(هـ) دائما
7- في أي مهارة من مهارات اللغة الإنجليزية تعتقد أن استخدام أستاذك للغة الإنجليزية ساعدك على تطويرها؟				
(أ) المفردات اللغوية	(ب) القواعد	(ج) القراءة	(د) الكتابة	(هـ) الإستماع والتحدث
8- لماذا بإعتقادك أستاذك يستخدم اللغة الإنجليزية داخل الفصل؟				
(أ) لأن الطلاب وأولياء الأمور يعتقدون أن ذلك دليلا على مستوى الأستاذ وقوة مؤهلاته.				
(ب) لأن الإستخدام اللغة الإنجليزية فقط داخل الفصل يساعد على تطوير لغة الطلاب.				
(ج) لأن الأساتذة طلب منهم إستخدام اللغة الإنجليزية داخل الفصل.				
(د) لأنه من الطبيعي إستخدام اللغة الإنجليزية فقط في تدريسها داخل الفصل.				
(هـ) لأن ذلك يزيد من تعرض الطلاب للغة الإنجليزية قدر الإمكان.				
Liu, et al. (2004)				

### Appendix C: Teachers' Semi-structured Interview

General Information:	
Interviewee Name	
Interviewer Name	Ali Alsaawi

Date of Interview	
<b>Teachers' Perceptions towards Using L1 in Classroom</b>	
1	Which teaching method do you use in classroom? Why?
2	How much English do you usually use in class?
3	How much English do you think teachers should speak in class that may be most helpful to the students?
4	If there is any difference between your answers to questions 1 and 2, please explain why.
5	When do you usually use English in class and why?
6	When do you think using English is most effective?
7	Do you feel pressured to use more English?
8	What do you think are the advantages and disadvantages of using English only in teaching?
9	When do you usually use Arabic in class?
10	When do you think using Arabic is helpful to your students?
11	Do you think your students want you to use English in class and why?
12	Do you feel uneasy if you have to use Arabic in your instruction?
Liu, et al. (2004)	

#### Appendix D: Checklist Classroom Observation

<b>General Information:</b>	
Teacher Name	
Observer Name	Ali Alsaawi
No. of Students in Class	

Date of Observation			
No.	Functions	Classroom 1	Classroom 2
1	Praise		
2	Jokes		
3	Explaining / revising language skills and systems		
4	Hints		
5	Markers		
6	Translation		
7	Opinions		
8	Instructions		
9	Questions and answers		
10	Logistics		
11	Reprimands		
12	Other		
Copland & Neokleous (2011)			

**Appendix E: Masters students' ethics checklist for PGT research projects**

**Name of student:** Ali Abdulkarim Alsaawi

**Project title:** The use of the mother tongue in the language classroom: attitudes and practices

**Project description (100 words max.):**

This study aims to find out students' attitudes towards their teachers' actual use of L1 in an EFL classroom. It also aims to examine whether or not teachers attitudes might contradict their actual use of L1 in classroom. Moreover, it aims to explore for what purpose L1 is used in classroom.

		YES	NO
1.	Does the project involve human subjects?	Y	
2.	Is there any risk of damage to the University's reputation because of the sensitivity of the chosen topic?		N
3.	Does the project involve risks to the researcher?		N

*If the answer to any of the questions above is yes, please answer the remaining questions:*

		YES	NO
4.	Does the project involve participants who are unable to give full voluntary and informed consent? (e.g. children, people with learning difficulties)		N
5.	Does the project require the co-operation of a gatekeeper for initial access to the subjects (e.g. students at school; members of a self-help group, residents of a nursing home)	Y	
6.	Will participants in the study be taking part without their knowledge and consent?		N
7.	Will the study involve deliberately misleading participants in any way?		N
8.	Will the study involve discussion of sensitive topics (e.g. sexual activity; drug use; pornography)?		N
9.	Will participants be offered financial inducements (reasonable expenses are permissible)?		N
10.	Will the study involve prolonged and repetitive testing of subjects?		N
11.	Will the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?		N
12.	Will the study involve administering any substances (e.g. food; vitamins) to participants or any invasive, intrusive or potentially harmful procedures of any kind?		N
13.	Will the study involve students or staff of this university as participants?	Y	
14.	Will the study involve recruitment of staff or patients through the NHS?		N
15.	Will the study involve any actions which might be		N

	regarded as unethical or illegal?		
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*If your answer to any of the questions 4-15 above is YES, then you need to discuss the proposal with your tutor/supervisor, who needs to write a comment in the box below and determine whether any safeguards are needed and whether the proposal needs to be referred to the School's Ethics Co-ordinator.*

**The nature of the problems raised:**  
 The MA student's research involves testing human participants in connection with researching language learning and language use, so the proposal should go ahead subject to certain safeguards – see below.

**Should the proposal**

- a) go ahead?
- b) go ahead subject to certain safeguards specified below? **Y**
- c) be referred to the School's Ethics Co-ordinator?

**Safeguards required:**  
 Full provision of participant information and consent forms to safeguard appropriate ethical treatment of participants in line with university practices. These forms must be agreed in writing (email) with the supervisor.

**Signed (Supervisor) Dr Peter Grundy**

**Date** \_\_\_\_\_

**Appendix F: Official permission of Majmaah University**

- إلى من يهمه الأمر -

السلام عليكم ورحمة الله وبركاته وبعد ،،،

تفيد ( جامعة المجمعة / كلية العلوم والدراسات الإنسانية بالغاظ ) بأن المبتعث / علي بن عبدالكريم السعوي قام بدراسة ميدانية في مقر جامعة المجمعة ( كلية العلوم والدراسات الإنسانية بالغاظ ) والتي تتعلق بمجال بحثه في مجال اللغويات التطبيقية لمرحلة الماجستير في جامعة نيوكاسل . وقد بدأت الدراسة في ٢٠١٣/٣/١٥م وانتهت في ٢٠١٣/٤/١٢م . وقد أعطي هذا الخطاب بناءً على طلبه ، وذلك لتقديمه إلى ( الملحقية الثقافية السعودية في لندن )

والكبر واف الحية والتقدير،،،

عميد كلية العلوم والدراسات الإنسانية بالغاظ

د . خالد بن عبدالله الشافي

أمين الجسر

**Participant Information Form**  
**(for all participants over the age of 16)**

**Title of the research and researcher details:**

The use of the mother tongue in the language classroom: attitudes and practices

**What is the purpose of the study?**

- To find out the use of L1 in L2 classroom and whether or not teachers' attitudes contradict their actual use in classroom.

**What is the nature of participation required?**

- 66 participants will be involved in the study.
- Participate in surveys and classroom observations.
- Three teachers will be interviewed.

**Will participants be anonymous?**

- Yes and the data will be stored in a secure place.

**What will be the final research output?**

- Find out the use of L1 in L2 classroom & to what extent teachers' attitudes contradict their actual use.
- Will clarify the situation where L1 is used in classroom.

**Name of supervisor: Dr Peter Grundy**

**Name of School: SCHOOL OF EDUCATION, COMMUNICATION AND LANGUAGE SCIENCES**

**One copy to the participant and one to the researcher**

**Consent Form (participant over 16 yrs)**

Project title: The use of the mother tongue in the language classroom: attitudes and practices

***Declaration of Consent***

It is a university requirement that all respondents give their formal consent to take part in any research. For this reason could you please sign and date the declaration below.

***Consent to the use of (questionnaires & Interviews)***

I have read the statement provided for the above research project and I have had the opportunity to ask questions. I consent to participate in this research project. I understand that all the data will be kept confidential and I will be anonymous in the research report. I also know that the data gathered from this project will be used for the purposes stated in the Participant Information Form.

I understand that participation is voluntary and that withdrawal from the project is possible at any time without needing to give a reason.

Name of participant: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name of researcher: Ali Abdulkarim Alsaawi

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

***One copy to the participant and one to the researcher***

**Appendix H: Masters Students' consent form (Arabic version)**

## الموافقة على المشاركة في دراسة

The use of the mother tongue in the language classroom: attitudes and practices

تصور طلاب الجامعات السعوديين لاستخدام معلمهم اللغة الام في تدريس اللغة الانجليزية داخل الفصل .  
دراسة حالة في جامعة المجمعة , المملكة العربية السعودية

**التصريح بالموافقة:** حسب قوانين الجامعة يلتزم الباحث بالحصول على موافقة جميع المشاركين فيها رسمياً في أي جزء من أجزاء الدراسة. لهذا السبب، هل يمكن أن أحصل على موافقتك وتوقيعك أسفل هذه الورقة؟

**الموافقة على الاشتراك ضمن الدراسة بما تتضمنه من أدوات بحثية كالاستبانة والمقابلة**  
"لقد قرأت هدف الدراسة وفهمت الغرض منها، كما كان لدي الفرصة في طرح أي أسئلة عن تفاصيل البحث والمشاركة فيه. وأنا أعلم أن جميع المعلومات داخل نطاق الدراسة ستبقى سرية، وأن مشاركتي في نتائج البحث وتقاريره ستكون غير مرتبطة باسمي، كما أعلم أن المعلومات المستقاة من هذه التجربة ستستخدم لأغراض الدراسة كما ذكرت في (معلومات للمشاركين في الدراسة). كما أدرك أن مشاركتي طوعية تماماً، دون أدنى مسؤولية لاحقة. بهذا أوافق على المشاركة في مشروع البحث."

اسم المشارك في الدراسة:

التوقيع والتاريخ:

اسم الباحث : السعوي عبدالكريم بن علي