NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ATTITUDES TOWARDS THE USE OF ARABIC: A COMPARATIVE STUDY

MASTER THESIS

ASMA ALI MKHLUF ABDULLA

NICOSIA

December 2016

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SUPERVISOR: ASST. PROF. DR. HANIFE BENSEN

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December 2016

Approval of the Graduate School of Educational Sciences

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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ACKNOWLEDGEMENT

DEDICATION

This thesis is dedicated to my beloved son, family and friends.

ABSTRACT

ATTITUDES TOWARDS THE USE OF ARABIC: A COMPARTIVE STUDY

Asma Abdulla

MA Program in English Language Teaching

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The aim of the present study was to explore the teachers' and students' attitudes towards using Arabic in English as a foreign language (EFL) classrooms in secondary schools in both Libya and Turkey. It attempted to investigate whether the teachers and students have positive or negative perceptions toward using Arabic in EFL classrooms in both Libya and Turkey. In addition, it aimed to figure out the reasons behind using Arabic. Finally, it sets to compare the attitudes of both teachers and students regarding the use of Arabic in EFL classrooms in both Libya and Turkey. Two questionnaires were adopted to collect the data; one for the teachers and one for the students. The participants of this study consisted of 234 students and 20 teachers from Salah Elden Alayobi secondary school in Libya and 106 students and 16 teachers from Al-Libyiaa Aldwleaa secondary school in Turkey. The data were analyzed using descriptive statistics through SPSS program version 20 to be able to obtain frequencies, percentages, means, standard deviation. An independent samples T-test was conducted to find out whether there were any differences and/or similarities between the perspectives of the teachers and students in Libya and Turkey.

The findings found that Arabic was used by both teachers and students in both Libya and Turkey in the English language classes. It also revealed that both teachers and students have positive attitudes towards using Arabic in EFL classrooms. Several significant differences were observed based on both countries. Students in both countries mostly used Arabic when they talked to each other in the English class, while teachers in both Libya and Turkey used Arabic when they taught grammar rules or to clarify complicated concepts.

Keywords: First and Second Language, English as a foreign language, Teachers' and students' attitudes, Arabic, Libya, Turkey

ÖZET

ARAPÇA KULLANINIMA KARŞI YAKLAŞIMLAR: KARŞILAŞTIRMALI
ÇALIŞMA

Asma Abdulla

İngilizce Öğretmenliği Yüksek Lisans Programı

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Bu çalışmanın amacı Libya ve Türkiye'de bulunan ortaokullardaki öğretmen ve öğrencilerin Yabancı Dil olarak İngilizce (EFL) sınıflarında Arapça kullanımına karşı yaklaşımlarını incelemektir. Çalışma, Libya ve Türkiye'deki öğretmen ve öğrencilerin EFL sınıflarında Arapça kullanılmasına yönelik yaklaşımlarının olumlu mu olumsuz mu olduğunu ortaya koymayı amaçlamaktadır. Çalışma ayrıca, Arapça kullanımının altında yatan nedenleri incelemeyi amaçlamaktadır. Çalışma son olarak Libya ve Türkiye'de bulunan ortaokullardaki öğretmen ve öğrencilerin EFL sınıflarında Arapça kullanımına karşı yaklaşımlarını karşılaştırmayı hedeflemektedir. Veriler, biri öğretmenler biri de öğrenciler için tasarlanan iki anket aracılığıyla elde edilmiştir. Katılımcılar Libya'da bulunan Salah Elden Alayobi Ortaokulundan 234 öğrenci ve 20 öğretmenve Türkiye'de bulunan Al-Libyiaa Aldwleaa ortaokulundan 106 öğrenci ve 16 öğretmenden oluşmaktadır. Veriler başlıca sıklık, yüzdelik, araç ve standart sapma ölçümlerinin elde edilebilmesi amacıyla SPSS programının 20. versiyonu aracılığıyla betimleyici istatistik kullanılarak elde edilmiştir. Çalışma kapsamında ayrıca Libya ve Türkiye'de bulunan öğretmen ve öğrencilerin bakış açıları arasında fark ve/veya benzerlik olup olmadığını ortaya koymak amacıyla bağımsız grup T-testi yapılmıştır.

Sonuçlar Arapçanın hem öğretmenler hem de öğrenciler tarafından ve hem Libya hem de Türkiye'deki İngilizce dil sınıflarında kullanıldığını göstermektedir. Söz konusu çalışma ayrıca hem öğretmenler hem de öğrencilerin EFL sınıflarında Arapça kullanımına karşı yaklaşımlarının olumlu olduğunu ortaya koymaktadır. İki ülke üzerinde yapılan araştırmada anlamlı farklılıklar görülmektedir. Her iki ülkedeki öğrenciler de İngilizce sınıflarında kendi aralarında daha çok Arapça konuşurken, hem Libya hem de Türkiye'deki öğretmenler gramer kurallarının öğretimi sırasında veya komplike konuları açıklığa kavuşturmak amacıyla Arapça kullanmaktadırlar.

Anahtar Kelimeler: Birinci ve İkinci Dil, Yabancı dil olarak İngilizce, Öğretmenler ve öğrencilerin yaklaşımları, Arapça, Libya, Türkiye

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ABBREVIATIONS

L1: First language

L2: Second language

EFL: English as a foreign language

DM: Direct method

MT: Mother tongue

TL: Target language

NM: Natural method

CLT: Communicative language teaching

GTM: Grammar translation method

CLL: Community language learning

LIST OF SYMBOLS

M : Mean

SD : Standard Deviation

MD : Mean Difference

Sig : Significance

N : Number

CHAPTER I

INTRODUCTION

Introduction

The use of the first language (L1) has become an extremely controversial debate for many years in many countries around the world. There are two different views regarding the usage of the L1 both by teachers and students in the second and/or foreign language context (Tang, 2002). One of the views is that the use of the L1 in the English classrooms should be allowed and the opposing side forbids the use of the L1 in the English classrooms. This study will investigate the attitudes of teachers' and students towards the use of the native language (L1) Arabic in English language classrooms in two different countries namely, Libya and Turkey.

Background of the Study

English language is taught as a compulsory subject in all Libyan secondary schools inside and outside Libya. All the schools follow the same system regarding the number of classes and time for each course. English language lessons are given four times a week and each course lasts 45 minutes. Students have to study English for all the three years of secondary schools. From my own experience as a foreign language learner and as a teacher of the English language, what I have observed in the EFL classroom is that both teachers and students use their native language for many purposes. For instance, the native language is used time to time to explain grammar rules, to negotiate the meaning of new vocabulary, to check for comprehension, and also to give instructions to the learners. The L1 is employed to make the teaching-learning process easier. As Tang (2002) states, "the moderate and judicious use of the mother tongue can aid and facilitate the learning and teaching of the target language" (p.37). However, when I was a student in the third year at university (studying English Language

Teaching), one of my instructors prevented us from using our mother tongue in the classroom. Interestingly, he was also a non-native speaker of the English language. He spoke only English and gave explanations in English, even if we did not comprehend some complicated words. His thought was that students would not be able to make any progress in learning the English language if they and their teacher used their mother tongue (L1), as Turnbull explains "students do not benefit when teachers over-rely on using their students' mother tongue" (as cited in Kavari, 2014, p. 207).

Different Views with Regard to the Usage of the L1 in EFL Classrooms

There are several perspectives concerning the usage of the L1 in foreign language classrooms. Some of these orientations support the use of the L1 (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992; Rinvolucri, 2002; Turnbull, 2001/2002), while others oppose using it (Dickson, 1996; Nunan, 1991; Ofsted, 2002). In the following two sections, the two different perspectives will be explained in detail.

Arguments in favour of L1 usage in the EFL context. While most researchers agree that the more English is used in English language classrooms, the more students will master it. Some considered that using the L1 in some particular situations in the classroom may facilitate the teaching process and reduce the learners' anxiety. Moreover, there are many arguments which support L1 employment in English as a foreign language (EFL) classrooms. Vincent (2010) puts forth that some teachers attempt to use the L1 in the systematic and judicious way for the development of the L2.

The employment of the L1 in the classroom is useful in several cases. For example, the L1 helps teachers to manage the class, to explain grammar rules, clarify difficult concepts, and it also enhances a relaxed atmosphere in the classroom (Al-Nofaie, 2010). Pan and Pan (2010) revealed that "L1 use may facilitate TL classroom activities due to the fact that the use of the L1 provides a beneficial

scaffolding that assists learners in understanding tasks and solving specific problems"(p.91). According to Nunan and Lamb (1996) "in most foreign language context, using the learner's first language to give brief explanations of grammar and lexis, as well as for explaining procedures or routines, can greatly facilitate the management of learning"(p.100).

Macaro (2009) indicated that using the L1 in particular moments in the teaching and learning process might truly boost learning more than using just the target language. Furthermore, his study revealed that "banning the first language from the communicative second language classroom may, in fact, be reducing the cognitive and metacognitive opportunities available to learners" (p.49). That is to say that increasing the use of the L1 may prevent the learners to express their ideas better. Moreover, his study showed that teaching some vocabulary items by providing first language equivalents may be better than using second language definitions because it triggers deeper semantic processing.

Furthermore, Harmer (2007) highlighted that there are many benefits which teachers and students may make use of when employing the students' L1 in the EFL classroom. For example, if teachers want to discuss some issues with the learners, or they want to know more about what they need, using their L1 in such cases as helps teachers recognize a lot, especially from students who have low English proficiency levels simply because they can express their ideas much easily in their native language. Moreover, he also suggested that employing some translation activities is an effective strategy which helps the students to understand English rules and lexis. Besides these, the employment of the L1 by both teachers and students can facilitate good relationships during the learning process such as telling jokes, games, classroom activities or talking about students' lives (Ihsan, 2013).

Arguments against L1 employment. The notion of using the target language only in EFL classrooms was supported by many theorists throughout the history of language teaching (such as Cameron, 2011; Sharma, 2006). Some scholars believe that only the target language (TL) should be employed in the EFL classroom. According to Thornbury "the overuse of L1 deprives the learners of acquiring the TL" (as cited in Ihsan, 2013, p. 6). For this reason, the L1 should be ignored as much as possible in the English class to be able to provide students with more exposure to the L2. Tang (2002) also stated that the students will learn English quicker when they avoid using the L1 in the classroom. These proponents of the second language claimed to the complete involvement in the L2 and total expulsion of the L1 from EFL classrooms. By doing this, students will have a great opportunity to be exposed to the L2 inside and outside the classroom (Elmetwally, 2012).

In addition, there are also pedagogical and practical reasons behind avoiding the use of the mother tongue in L2 classrooms. One of these reasons is to be efficient in communication in the L2 because communicative language teaching is considered to be one of the most effective methods when learning English in an EFL context (Larsen-Freeman, 2013). Moreover, many English language teachers are monolingual, so they cannot share their knowledge when they employ the students' native language in the teaching process (Qadri, 2006). For that reason, employing the L1 is not valued and it is pondered to be a hindrance by many researchers (Cianflone, 2009; Macdonald, 1993). Some studies indicated that teachers resort to the learners' native language in order to repay on their insufficient knowledge of the TL (Al-Alawi, 2008; Rukh, 2015). That is to say that, teachers who use the L1 are seen to have poor target language skills and expertise.

A number of principles were explained to foster only English use in EFL classrooms. Philipson lists the following as significant features in this aspect:

1. English is best taught monolingual.

2. The ideal teacher of English is a native speaker.

3. The earlier English is taught, the better the result.

4. The more English is taught, the better the result.

5. If other languages are used too much, standards of English will drop.

(Philipson, 1992, as cited in Mahmutoglu & Kicir, 2013, p, 51).

In addition, it is worth pointing out that if the learners use their native language in oral activities more than English this will make the activities pointless because they will not reach the aim of learning L2. The role of the teachers, in this case, is to encourage students to use English as much as possible. The overuse of the learners' native language may intercept the students' exposure to the TL (Harmer, 2001).

Finally, it is important to highlight that "learners need to encounter the language in order to learn it" (Cook, 2001, p. 408). Therefore, teachers should avoid using the L1 by providing useful samples of the TL, and insist on communicating with students by utilizing L2 rather than L1. This will help students to improve their second language rapidly (Cook, 2001).

Problem of the Study

The use of the L1 in English language classes has been practiced for a long time and has been an issue for teachers and students. Many teachers use the L1 in order to make the teaching- learning process easier. Both teachers and students have difficulties in teaching and learning the English language and they prefer to resort to use Arabic in order to make the teaching-learning process easier. These difficulties affect the teachers' performance and the students' comprehension to the English language. In other words, both of them encounter a problem of when they should use Arabic in the EFL classrooms and what the optimal amount of using Arabic is (if any).

Aim of the Study

This study aims to investigate the reasons that contribute towards utilizing the teachers and students' usage of the first language in English as a foreign language (EFL) classrooms. It also aims to find out the teachers' and students' attitudes towards the usage of the L1 in EFL classrooms in Libyan secondary schools in both Libya and Turkey. In addition to these, the study aims to compare the similarities and differences in the attitudes for both two groups toward using Arabic in EFL classes. Thus, it attempts to reveal appropriate ways and situations to use the L1 in the EFL classroom, which may help English teachers to deal with this issue effectively.

In order to reach the aim, this study intends to answer the following research questions:

1. What are the teachers' and the students' reasons behind using Arabic in EFL classrooms in Libyan secondary schools in Libya and Turkey?

2. What are the teachers' and students' attitudes towards using Arabic in EFL classrooms in Libya and Turkey?

3. What are the similarities and differences between students' and teachers' perspectives towards using Arabic in EFL classrooms in both countries?

Significance of the Study

This research conducted to reveal that teachers and students reasons behind employing the L1 (Arabic) in their EFL classrooms, and the attitudes of both teachers and students regarding the employment of Arabic in Libyan secondary schools in both Libya and Turkey. As Cook (1996) stated "various aspects of L2 learning need to be investigated before it can be decided how and when the first language is involved in the learning of the second" (p.7). Therefore, the results of this study are expected to provide valuable information for teachers and students with respect to the usage of Arabic employment in both Libya and Turkey. It will also provide insights to improve the

performance of both teachers and students in English language learning and teaching. Furthermore, this study is expected to highlight the main differences and similarities of the attitudes of teachers and students in both Libya and Turkey with respect to Arabic employment.

Limitations of the Study

There are several limitations which apply to this study. This study will concentrate only on using Arabic by both the teachers and students in EFL classrooms in two Libyan secondary schools: one school in Libya and one in Turkey. It will be conducted on teachers of the English language and secondary school students in both Libya and Turkey. For this reason, this study will be restricted to these two groups, and the findings cannot be generalized to other schools in both Turkey and Libya or other student and teachers groups. This study was also limited in terms of data collection, in the current study only a questionnaire was used to gather the needed data to reveal the teachers and students reasons behind using Arabic in the English classes and their attitudes towards using Arabic in EFL classrooms.

Conclusion

This chapter presented a brief introduction to the study, the background of the study. Two different perspectives in relation to using the L1 were explained. One of them advocated the use of L1 while the other opposed the use of the L1 in any aspect. Furthermore, the aim of the study and the research questions were presented, followed by the significance of the study and limitations. The following chapter will present the literature review chapter related to this thesis.

CHAPTER II

LITERATURE REVIEW

Introduction

  This chapter of the thesis goes over the previous studies which have been carried out as regards to L1 employment in the English as a foreign language (EFL) classroom. It will represent the teaching methods that support and/or ban the use of the L1. In addition, the teachers' and students' attitudes towards the use of L1 in EFL classrooms and the purposes behind the use of the L1 will be explained.

L1 Use and L2 Teaching Methods

  There have been numerous different teaching methods implemented throughout the history of teaching the second language (Cook, 2001; Richards & Rodgers, 2001). Methods such as the Direct Method, the Natural Method, the Audio-lingual method, and the Communicative language teaching method are some of which disagree and ignore the role of the L1 in EFL classrooms. Whereas, the Grammar Translation Method and Community Language Teaching tend to accept the idea of using the mother tongue (MT) in the EFL classrooms. Both sides of the coin will be discussed below.

Teaching methods that support the use of the L1. A number of methods are in agreement with the usage of the L1 in EFL classrooms. In the 19th century, a method called the Grammar Translation Method (GTM), had raised itself through the history of teaching a foreign language. This particular method was concerned with the grammatical rules and translation of sentences to students' native language. Harmer (2007) indicated that "students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to the students' first language

and vice-verse" (p.63). Hence, the L1 served as a facilitating role in the foreign language classroom. Larsen-Freeman (2003) demonstrated that students' native language was employed greatly in the classroom for the purpose of clarifying the L2 meaning. However, contrary to recent methods (mentioned below), the GTM was viewed as a hindrance to learning the second language. This method is still to some extent (the aspect of using the L1) employed in the Libyan teaching context.

Another method that supports L1 use was transpired by Charles, which is known as Community language learning CLL (Larsen-freeman & Anderson, 2011). Richards and Rodgers (2001, p.113) stated that "CLL represents the use of Counseling- learning theory to teach language". In other words, the role of the teacher is as a counselor rather than a person who teaches students. In this case, s/he (the teacher) works as an assistant, supporter, and organizer in order to help their students to master the TL. In addition, Freeman claims that students feel more secure and relaxed when they use their mother tongue at the beginning of the lesson. Thus, translating new concepts into the L1 aids to "make their meaning clear and allow students to combine the target language words in different ways to create new sentences" (Freeman, 2003, p.102). It can be said that CLL evinces how language could be learned in such an easy manner.

Teaching methods that ban the use of the L1. A number of methods have banned the usage of the L1 in the English language classrooms over the past few decades. One method which could be looked upon is the Direct Method (DM), this teaching method shed its first rays upon the French, German, and United States schools. DM required teachers to be native speakers or native-like to avoid using the L1 in the EFL classrooms because its aim was to concentrate on the TL rather than the L1 (Richards & Rodgers, 2001). One of the first proponents of this method was Blackie; his emphasis was on teaching the TL by explaining it in clear context; repeating exercises, and drilling, to encourage the learner to fully understand the new concepts (Eltoroug, 2014). According

to Freeman (2003, p.23) "DM receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to students' native language."

Another method called the Natural Method which had been developed by Krashen and Terrell (1983) based on the use of the L2. Sauveur was one of its first advocators. He believed that "intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language" (as cited in Richards & Rodgers, 2001, p. 11). Moreover, NM asserts that L2 should always be utilized without resort to L1 (Samadi, 2001).

Following this, the Audio-lingual method which concentrated on the behaviorism theory tried "to produce good habits in language learning through using stimulus-response- reinforcement model" (Samadi, 2001, p. 13). This method focuses on repetitions, drills, imitation in the L2. Moreover, the conversation is built upon the idea of banning the use of the L1 and communicating only in the L2. Freeman (2003) pointed out that in order to acquire the target language students should not interfere their native language in EFL classrooms.

Similar to the methods above, Communicative Language Teaching (CLT) aimed for the students to "communicate in the target language" (Freeman, 2003, p. 129). The position of the students' native language was restricted and proposed that it should be used judiciously and teachers should encourage students to express themselves in the second language by sharing their thoughts and opinions.

Teachers' and Students' Attitudes towards the Use of L1 in EFL Classrooms

There were a number of studies which were carried out that tried to investigate the perceptions of teachers and students on the use of the native language in EFL classrooms. Both attitudes will be dissuaded in the following section.

Teachers' attitudes towards L1 use in the EFL classroom. Numerous studies have been conducted on the utilization of the L1 in EFL classrooms in many countries around the world. Alrabah, Alotaibi, Aldaihani and Wu (2016) carried out a study at the Language Centre in a college in Kuwait. The aims of their study were to report the functions of employing L1 by teachers, to reconnoiter the effective, sociolinguistic, and psycholinguistic factors that make teachers resort to L1, and finally to investigate the teachers' perceptions towards using students' L1(Arabic) in EFL classrooms. The results of their study indicated that the teachers employed the L1 to manage the classroom. They also stated that the teachers had a negative attitude towards inclusion the L1 in the EFL classrooms.

In addition, Kim and Petraki (2009) examined the teachers' and the students' attitudes towards the use of the L1 in EFL classrooms at Korean schools in Vietnam. They used both quantitative and qualitative methods to receive the participants' attitudes towards their native language regarding different levels; starting from low proficiency to high proficiency. The outcomes of their research suggested that use of the L1 in the classroom is vital to facilitate the L2 due to the understanding it makes between the two languages and it makes it easier for the students to grasp what the teacher is trying to teach. Particularly, for the first levels, it was used to improve their reading and writing skills. Moreover, both teachers and students came to the agreement for the utilization of L1 in the classrooms in terms of illustrating the grammar and understanding new vocabulary but at the same time it was emphasized that it should not be used for group activities.

Another study conducted by Machaal (2012) which was carried out in a Saudi college, presented the stakeholders' beliefs of EFL and indicated the role of Arabic in EFL classrooms. He implemented a mixed methods approach in his research. The participants which took place in the study were just males. His results indicated that the

participants were proponents of using the L1 in the classrooms, and they believed the use of the native language clarified the L2 and thus, played an important role in the classroom.

Kicir and Mahmutoglu (2013) reviewed an additional study conducted in the 2011-2012 academic year at the European University of Lefke. The reason behind this study was to investigate the teachers' and students' perceptions of using L1 in EFL classrooms and when to use it. Their results revealed that the native language was a mediating part of language teaching and learning, and teachers' and students' perceptions on using it in language classrooms were similar. Both teachers and students were supporters of the use of the mother tongue in language classrooms.

Ihsan (2013) examined the teachers' and students' attitudes toward the use of the L1 in EFL classrooms in computer institutes in Northern Iraq. He also examined if the gender, age and the teaching experience were elements which might have had an effect on the attitudes of the teachers. Additionally, the study tried to investigate whether the level of the students' in terms of proficiency in English language and the gender were factors affecting the students' attitudes. He found that the teachers preferred to use English almost all the time in the classroom, but at the same time, they supposed that teachers could use the Kurdish language for a specific purpose, for instance, to explain some difficult points or to translate new words. On the other hand, the results showed that the students had a positive attitude towards the use of L1 in the classroom. They believed that using the L1 in certain cases would be useful for them, for example, to simplify tricky tasks and to clarify new vocabulary.

Yavuz (2012) conducted a study that analyzed the attitudes of English teachers towards the use of the mother tongue in L2 classrooms. The interview results revealed that English teachers accentuate on the requisite of using the native language in the teaching process. However, they preferred to use only English in communicative

teaching. The outcomes also showed that "the use of L1 creates a low anxiety atmosphere for both learners and teachers"(p.4339).

Students' attitudes towards L1 use in the EFL classroom. Some students believe that they do not have the ability to participate in the learning process if they are not allowed to utilize the L1 in English language classrooms, while some others complain about using the L1 and they claim that the overuse of the L1 in EFL classrooms may limit the chances of practicing English in the classroom (Hashemi & Sabet, 2013). Tsagari and Diakou (2014) examined students and teachers' attitudes towards using the L1 in two public secondary schools in Cyprus. The findings indicated that most of the students realized that the L1 had taken place in their EFL classrooms, despite the fact that they admitted the importance of using the L2. They found that students use the L1 as a facilitated tool, it makes them feel more comfortable, and it helped them to understand difficult concepts. On the other hand, 76% of the students believed that if their teachers use English more than Greek, it would help them to improve their skills, and they would be good communicators in the English language. Another study that was conducted by Al-Nofaie (2010) examined the Saudi teachers' and students' attitudes towards involving the Arabic language in EFL classrooms and using it as a facilitating tool to teach and learn English. She investigated the perceptions of the native language users. She found that their attitudes were positive and they preferred to use the native language for specific purposes. For instance, to give instructions, to certain explanations or to introduce new vocabulary.

Thongwichit (2013) carried out a research to investigate the students' attitudes and purposes towards the usage of the L1 at a government university in southern Thailand by using a mixed-methods approach (surveys, semi-structured interviews and note taking). The data were collected from three groups which consisted of students from the second, third and fourth years. The outcomes showed that most of the learners

had a positive attitude towards the L1 use in the classroom.

Another study carried out by Thongwichit (2014) at a government university in the southern region of Thailand to explore the perceptions of students exhaustively for three levels of English proficiency (advanced, intermediate, and beginning) on the L1 usage in EFL classrooms. The results revealed that all three levels admitted the benefits of the inclusion of the L1 in their EFL classrooms as it created a positive atmosphere and enhanced the learning process. The results also showed that students with advanced proficiency level had a negative attitude towards using the L1 because they preferred to use only English in the classroom. However, they agreed with the other two groups that if the L1 was used properly, then it should be permissible to use it. In this case, it would be an effective learning tool rather than having a prejudicial impact on learning English.

Debreli and Oyman (2016) carried out a study with a sample size of 303 Turkish students of EFL at English Preparatory School of European University of Lefke in Northern Cyprus. The purpose of their study was to investigate whether L2 proficiency had an influence on the students' perceptions towards using Turkish in EFL classrooms and their needs of L1 use. The findings of their study indicated that Turkish students had a positive attitude towards using the L1 in EFL classrooms. They also found that the perceptions of learners with a low proficiency level of L2 were more positive than others.

Purposes of L1 Usage

Most of the studies revealed that the L1 is used on a random basis in the classrooms however used for a specific reason, which might be to help the students understand certain vocabulary items or instructions which they may not be able to understand in the English language (Grime, 2010; Levine; 2003; Macaro, 2005). Blackman (2014) found that teachers used "the L1 for both language and non-language

purposes. Non-language reasons include classroom management, administration, to empathize with learners and during communicative breakdowns. Language functions include grammar instructions and translations of unknown vocabulary" (p. 16).

Mohammed (2013) argued that students preferred using the L1 to clarify instructions, explain new rules, clarify difficult concepts and tasks, whereas teachers' perspectives were in contrast with their students. They had a negative attitude toward the use of the L1 in EFL classrooms. They highlighted that the target language should be used as much as possible.

According to Cook (2001) teachers convey the meaning of new terms and sentences by using the first language. This way of learning was considered as an effective process to teach L2. He also claimed that some teachers preferred to resort to the L1 to explain grammar because teachers found that the L1 helped students to understand English rules better than when the L2 was used.

Moreover, giving instructions in the L1 is seen as a beneficial strategy that helps teachers to elicit the goals of tasks or drills for the learners and it helps in saving time. Spahiu's (2013) carried out a study which aimed to investigate when and why the native language should be used in the classrooms. The study's results revealed that using the learners' mother tongue provided a great prospect when giving instructions throughout the learning process.

Another point that has to be highlighted is classroom control. The first language was considered as a useful tool to manage a classroom. It aids to encourage the students to learn the L2 with fewer difficulties and establish good rapport between students and teachers when telling jokes or praise by using the students' native language. Using the L1 could help to reduce students' anxiety, feel relaxed and help them to feel comfortable in the classroom, so that they would be able to participate freely.

Furthermore, to produce a full understanding of the L2, other reasons were

involved regarding the usage of the L1 such as a discussion of complex concepts, to check students' comprehension, eliciting language, and translation (Mart, 2013). It should be noted that the role of the L1 is very effective and important throughout the teaching-learning process that leads to enhanced learning of the target language.

Conclusion

In this chapter, empirical reviews regarding the use of the L1 were presented. Various types of teaching methods used by EFL teachers were defined in detail. Moreover, the teaching methods which allow and ban the usage of the native language of the students in the EFL classroom were discussed. More importantly, the teachers' and students' perspectives were highlighted in detail regarding the use of the native language in EFL classrooms. The following will present the Methodology chapter of this thesis.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes the research design used in this study, the research context, the participants and sampling, the data collection instrument and procedures, followed by the data analysis.

Research Design

The design of the current study was a survey study by using a quantitative approach to investigate whether teachers and students employ Arabic in the English as a foreign language (EFL) classroom in secondary schools in both Libya and Turkey. The study also seeks to reveal the reasons behind the usage of Arabic in the aforementioned EFL classes. Moreover, the attitudes of both teachers and students towards using Arabic (L1) in EFL classrooms in Libyan secondary schools in both Libya and Turkey will be investigated. In addition, this study sought to find out whether there are any differences and/or similarities with the attitudes of teachers and students in Libya compared to Turkey. Investigations such as these need to be studied quantitatively to be able to collect the data in short time and it could be generalize the outcomes to the whole population. Accordingly, a quantitative analysis was employed in this study in order to find answers for the research questions. A questionnaire was designed to obtain data from both students and teachers. Cohen, Manion, and Morrison (2007) stated that " a questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administrated without the presence of the researcher, and often being comparatively straightforward to analyze" (p, 245).

Since the study seeks to collect teachers' and students' attitudes towards using the L1 in EFL classrooms in Libyan secondary schools in both Libya and Turkey, two questionnaires were designed; one for the teachers and one for the students.

Context

The current study was conducted in Libyan secondary schools in both Libya and Turkey. In Libya, the study was carried out in Salah Elden Alayobi secondary school in Tarhouna city. This city is located in the south of Tripoli, the Libyan capital. The particular school was selected due to the large number of students who study there. In addition, the reason behind choosing this specific city is due to the fact that I am familiar with this region and there is no similar research conducted in this city.

For Turkey, the researcher carried out the study in Istanbul where most Libyan citizens live. The study was conducted at Al-Libyiaa Aldwleaa secondary school. It has a large number of students; in total there are approximately 120 students in the first, second, and third grades. All the teachers working in this school are Libyan citizens. Furthermore, in both two countries the English language is taught as a compulsory subject from the first year to the final year of secondary school. Each English class lasts 45 minutes which is considered a one-hour lesson, and is taught four hours a week.

Participants and Sampling

The sample of the study consisted of two groups from two different countries Libya and Turkey. The first group was from Libya. The participants of the study from Libya were 20 teachers and 234 students studying at Salah Elden Alayobi secondary school in Tarhouna city which is located in the south of the capital city- Tripoli. On the other hand, the second group was from Turkey. The participants from Turkey included 16 teachers and 106 students from the Al-Libyiaa Aldwleaa secondary school in Istanbul. Due to the restrictive number of the teachers the data were assembled from the whole population. They were all Libyan citizens living in Turkey.

To be able to give an equal chance for all the participants to participate in the current study, I used a convenience sampling in both schools in both Libya and Turkey.

Data Collection

The questionnaire as a quantitative data collection instrument was adopted to collect the data of this study. A questionnaire is known as "a method of getting information on certain selected topics from a number of people - usually a large number and often chosen at random" (Wallace, 1998, p. 260). Somekh and Lewin (2004) stated that "questionnaires often have a combination of question types and collect data on facts, attitudes and beliefs" (p. 220).

Two questionnaires were adopted in order to gather the data from the target samples (teachers and students). They were carefully designed in order to achieve the aim and the objectives of the study as well as to obtain high answer rates. Both questionnaires of this study utilized two types of a 5 point-Likert scale. The first one ranged from never, rarely, often, sometimes to always. While the second one ranged from strongly disagree, disagree, neutral, agree to strongly agree. Such a scale "provides quantitative data that are accurate, measurable and easy to analyze. It also measures direction and intensity of attitude through inviting respondents to determine to what extent they agree or disagree to a set of statements" (Elmetwally, 2012, p. 25).

Students' questionnaire. The students' questionnaire consisted of two main parts, the first part asked the students to present their viewpoints about whether their L1 (Arabic) was used in the English language classroom or not. While in the second part, the students were asked to answer a 5 point- Likert scale to be able to reveal their perceptions towards the use of L1 in EFL classrooms. This part contained 25 items. The first eight statements concentrated on the purposes behind the usage of Arabic in the English class. These reasons were selected as they were the most frequently used among Arabic users in the EFL classroom and thus, the participants in the pilot study suggested

these items as the most reasons behind the employment of L1 in the English class. A 5 point-Likert scale which ranged from never, rarely, often, sometimes to always, was presented for the students to indicate. While seventeen statements in the questionnaire were related to the students' attitudes toward the use of the L1 in English language classrooms, with a 5 point -Likert scale that ranged from strongly disagree, disagree, neutral, agree to strongly agree. In addition, statements 22, 23 and 24 in the 5-point Likert scale needed to be reversed coded in the SPSS program because they had a negative responses. They have been changed into strongly agree, agree, neutral, disagree and strongly disagree.. I gave the students' questionnaire to the expert who taught English in Elzzaytouna University in Libya to translate the English version into Arabic as most of students were not adequate enough to understand the items in English (see Appendix A).The next step was giving the Arabic version to another expert in the same university to translate it back into English and comparing both copies of English version (see Appendix B) to make sure that the are reliable for the study .

   Teachers' questionnaire. The teachers' questionnaire contained two sections. The first section sought to collect teachers' viewpoints with respect to the utilization of Arabic (L1) in the English language classroom. The second part contained 28 items which were similar to the students' questionnaire. The first 15 statements surveyed the reasons teachers employed Arabic, with a 5 point-Likert scale ranging from never, rarely, often, sometimes to always, and the last thirteen statements surveyed the teachers' perceptions towards using Arabic in the EFL classrooms, with a 5 point-Likert scale ranging from strongly disagree, disagree, neutral, agree to strongly agree. In addition, statements 20, 22, 23, 24 and 27 in the 5-point Likert scale needed to be reversed coded in the SPSS program because they had negative responses. The statements were changed to strongly agree, agree, neutral, disagree and strongly disagree when computing (see Appendix C).

Before distributing the questionnaire a pilot study was carried out to 30 students and 15 teachers to check the validity and reliability of the questionnaire and make necessary changes if needed (see section Pilot Study for details). Four hundred copies of the final version of the questionnaire were distributed to the students and teachers to carry out the current study. Forty-five copies distributed to the teachers and 355 copies distributed to the students. Out of this total, 376 copies were returned fully answered and were chosen for the analysis, which represents about 94 % of the total number distributed. This return rate was reasonable and useful for the purpose of the analysis. Eight copies were not completed properly and thus, were excluded from the analysis, while 16 copies were not returned at all.

Pilot Study

A pilot study was conducted for two main reasons: (a) to pre-test a particular instrument such as a questionnaire to be able to find out whether it was appropriate and completed for the major study (b) to increase "the high quality of (in terms of validity and reliability) of the outcomes" (Dörnyei, 2007, p, 75)**.** The questionnaire was distributed to 28 teachers and 25 students. The data was collected from Libyan English language teachers who had studied their MA at Near East University. The mother tongue (L1) of all teachers was Arabic. The second group of participants were students who were studying the English language at Near East Preparatory school. Some of the students spoke Turkish and some spoke Arabic. Before distributing the questionnaires all the participants were informed that the questionnaires were a pilot study and that they should add comments about the related statements. The reason behind this step was to check the validity and reliability of the questionnaires. It was also to evaluate the items of the questionnaire if they needed any modifications and thus, add or erase items. According to the participants' responses related to the pilot study all the items were clear and understandable.

Reliability and Validity

As regards to the validity, the researcher sent two copies of the questionnaires to two supervisors to check the items in terms of clarity and format. Following this step, some changes were made such as format and some ambiguous items were removed in order to make the instrument more comprehensible and readable for the target sample. Therefore, the questionnaires were considered to be a valid.

The second step was taken for the reliability of the questionnaire. The researcher distributed the questionnaire for the pilot study. The data which was collected from the students of the Near East Preparatory school, and from the Libyan English language teachers who were studying their MA at Near East University was computed on the SPSS programme by using Cronbach's Alpha test. Table 1 reveals the results of the teachers' questionnaire which was 0.743 while Table 2 reveals the results of the students' questionnaire which was 0.792. This shows that both questionnaires were reliable.

Table 1
Reliability Statistics of the Teachers' Questionnaire

Cronbach's Alpha	N of items
.734	28

Table 2
Reliability Statistics of the Students' Questionnaire

Cronbach's Alpha	N of items
.792	25

Data Analysis Procedures

In the present study, at the stage of data analysis the researcher adopted a quantitative approach. The quantitative analysis of the questionnaire was carried out by using the IBM SPSS (Statistical Package for Social Sciences) program, version 20 to investigate the teachers' and the students' attitudes towards the use of Arabic in EFL classrooms. Reverse coded has done for the negative statements to be consistent with

positive ones. Descriptive statistics were used to find out the frequencies, mean scores, percentages and standard deviations. To answer the third question of the study, an independent samples-T test was carried out.

Ethical Considerations

Before collecting the data, the researcher sought to keep the study ethical. Official written consent (see Appendix D) was taken from the Headmasters of the two schools in both two countries namely, Libya and Turkey, where the study was conducted. The aims and objectives of the current study were explained to the participants, and how their contribution would be beneficial to carry out the study. The participants were also informed that they were not compelled to participate and that they could pull out at any time. Furthermore, the researcher informed all the participants that all their personal information would be kept anonymous, and all the gathered information would not be utilized outside the study.

Conclusion

In this chapter, the research design used in this study was mentioned, the research context, participants and sampling were presented. In addition, the data collection instrument and procedures were also discussed. Moreover, the data analysis procedures were explained. Finally, the reliability and validity and ethical considerations of the present study were indicated. The following chapter will present the findings and discussions chapter of this study.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This chapter reports the results of the data analysis and discusses the outcomes of the present study. The first section is related to the reasons behind using Arabic in EFL classrooms. The second section is related to the attitudes of the teachers and students' regarding the use of Arabic in English language classrooms. The analysis of the results in these sections are presented in terms of the frequencies, percentages, mean scores and standard deviations of the domains. Finally, the third section presents the comparison of attitudes of both student and teacher groups towards using the Arabic in EFL classrooms.

The sections in this chapter are presented in order to answer the following research questions:

1. What are the teachers' and the students' reasons behind using Arabic in EFL classrooms in Libyan secondary schools in Libya and Turkey?

2. What are the teachers' and students' attitudes towards using Arabic in EFL classrooms in Libya and Turkey?

3. What are the similarities and differences between students' and teachers' perspectives towards using Arabic in EFL classrooms in secondary schools in both countries?

The Reasons Behind the Employment of Arabic

With respect to the first research question which sought to reveal the teachers and students reasons behind the use of Arabic in the EFL classroom in both Libya and Turkey the following results were obtained.

Libya. The following statements which were stated in the students' questionnaire

expresses students and teachers' opinions regarding the purposes of using Arabic in the EFL classrooms.

Students. Regarding the responses of the students in Libya, it is indicated that the students mostly use Arabic when they talk with their classmates in Arabic with a mean score of 4.62 and least use Arabic when they carry out small group work with a mean score of 2.53.

As illustrated in Table 3 the results of Statements 5 "I speak Arabic in the English class when my classmates talk to me in Arabic" (M =4.6, SD =0.90), Statement 7 "I use Arabic in my English class when I seek help from my teacher or classmates" (M =4.3, SD =1.06) and Statement 4 "I speak Arabic in class to ask my classmates questions about the English topics" (M = 4.2, SD =1.29) in the students questionnaire showed that they mostly used Arabic when they talked to each other, to seek help from their teachers and to ask their classmates questions about English topics. These finding is in accordance with Tsagari and Diakou's (2014), Ahmed's (2015), and Paker and Karaagac's (2015) studies who found that students used the L1 as a facilitated tool.

When students were asked whether they use Arabic in the English class when they need help from their classmates (Statement 3), 73.1% of the students reported that they *always or often*, while 13.2% of them indicated *sometimes or rarely* and only 6.0% stated *never*. The result shows that they mostly use Arabic when they sought help from their fellow friends in class with a mean score of 4.1 (SD= 1.18). The results related to Statement 6 "I use Arabic in class to finish my task faster in the English class" indicated that 66.2% of the students indicated they *always* or *often* used Arabic to finish their tasks faster, while 26.9% *sometimes or rarely* and 6.8% *never*. Thus, it can be said that most of the students used Arabic to finish their tasks faster with a mean score of 4.0 (SD= 3.58).

Table 3

Reasons Behind Arabic Employment in Libya

Item No	Statements	N	Options	M	SD
5	I use Arabic when my classmates talk with me in Arabic.	4	Never	4.62	0.90
		9	Rarely		
		15	Sometimes		
		14	Often		
		192	Always		
7	I use Arabic when I seek help from my teacher.	10	Never	4.33	1.06
		5	Rarely		
		29	Sometimes		
		42	Often		
		148	Always		
4	I use Arabic in talking with classmates about topics that not related to English course.	21	Never	4.23	1.29
		8	Rarely		
		23	Sometimes		
		24	Often		
		158	Always		
3	I use Arabic when I need help from my classmates.	14	Never	4.15	1.18
		8	Rarely		
		23	Sometimes		
		35	Often		
		136	Always		
6	I speak Arabic in class when I want to finish my task faster in the English class.	16	Never	4.09	3.58
		19	Rarely		
		44	Sometimes		
		51	Often		
		104	Always		
2	My teacher uses Arabic to give instructions in the English class.	14	Never	3.98	1.23
		19	Rarely		
		39	Sometimes		
		46	Often		
		116	Always		
1	I use Arabic with my classmates to clarify my teacher's directions	11	Never	3.54	1.09
		18	Rarely		
		96	Sometimes		
		50	Often		
		59	Always		
8	I use Arabic to carry out small group work.	79	Never	2.53	1.40
		47	Rarely		
		42	Sometimes		
		38	Often		
		28	Always		

Key: N= Number of Students, M= Mean, SD= Standard Deviation

Regarding Statement 2 in which the students were asked whether they used Arabic when their teachers gave instructions in the English class. The outcomes showed that 69.3% of the respondents stated that they *always* or *often* used Arabic when their teachers gave instructions, while 24.8% *sometimes or rarely* and 6% *never*. The finding

shows that the majority of the students used Arabic when their teachers gave instructions with a mean score of 3.9 (SD= 1.23). Ma (2009) supports this result, he reported that students resort to L1 because they do not understand their teachers' talk and they see using L1 as appropriate way for clarification.

In addition, the respondents of the participants related to Statement 1 "I use Arabic to clarify their teachers' instructions" showed that 46.6 % indicated they *always or often*, while 48.7% *sometimes or rarely* and only 4.7% *never*. This means that they mostly used Arabic to clarify their teachers' instructions with a mean score of 3.5 (SD= 1.09). This may be due to the lack of confidence and/or avoidance of making any mistakes when they speak in English. This result is in line with the result obtained by Gomathi and Kiruthika (2013) who stated that students use their L1 in order to ask each other clarifying the teachers' instructions.

Finally, when students were asked to indicate their opinions about whether they used Arabic to carry out a small group work (Statement 8), 28.2% of the students stated they *always or often*, while 38% *sometimes or rarely* and 33.8% *never.* This shows that they did not use Arabic to carry out small group work with a mean score of 2.5 (SD=1.40). This result is not in line with Jan, Li and Lin's (2014) study who investigated that 54% of the students use Arabic to carry out a small group work (see Appendix E for percentages).

Teachers. Regarding the responses of twenty teachers in Libya the findings of the second research question indicated that the teachers mostly used Arabic to explain grammar rules with a mean score of 3.30 and least used Arabic at the end of the class to answer the students' questions with a mean score of 2.10.

As presented in Appendix F, the results of Statement 2 "I use Arabic to explain grammar rules" revealed that half of the teachers stated that they *always or often* use Arabic in the EFL classroom to elicit grammar rules, while 35% *sometimes or rarely*

and 10% *never.* The result shows that the majority of the teachers used Arabic to explain grammar rules with a mean score of 3.3 (SD=1.34). This result is in line with previous researches (Shirvan, Rahmani, Sorayyaee, & Kashi, 2015; Al-Nofaie, 2010). The finding of Statement 1 "I use Arabic to teach new words" (M=3.2, SD=1.05) stated that 30% of the respondents indicated *always or often*, while 50% of teachers' responses indicated that they *sometimes* and only 5% *never* resorted to Arabic when gave new vocabulary. This is in harmony with Statement 6 "I use Arabic to clarify complicated concepts" which received a mean score of 3.1 (SD=0.99) indicated that 35% of the teachers reported *always or often*, while 60% *sometimes or rarely* and 5% *never*. The result shows that they sometimes used Arabic when they present new words and concepts. This outcome is in line with Alshammari's (2011) study who found out that 51% of the teachers utilize Arabic to teach new vocabulary and to clarify complicated concepts.

Regarding the responses of Statement 13 "I use Arabic to save time when explaining difficult tasks". The result showed that 40% of the teachers stated they *always or often*, while 50% *sometimes or rarely* and 10% *never*. This means that they sometimes used Arabic to save time with a mean score of 3.1 (SD=1.25). The reason behind this might be their beliefs that students must be exposed more to English and not use Arabic for the sake of saving time. Moreover, when the teachers were asked whether they used Arabic to negotiate the meaning of new vocabulary (Statement 4, M=2.9, SD=1.25), 30% stated they *always or often*, while 65% of them indicated that they *sometimes* or *rarely* used Arabic to negotiate the meaning of new vocabulary and only 5% *never.* The outcome reveals that most of them sometimes use Arabic to negotiate the meaning of new vocabulary. This may be due to the reason that using L1 to learn L2 vocabulary is an efficient way to depict the exact meaning of the words. They also were asked to indicate whether they use Arabic to reduce the anxiety in class (Statement 12).

The results show 35% of the respondents indicated they *always or often*, while 50% *sometimes* or *rarely* and 15% *never.* This result shows that half of them sometimes used Arabic to reduce the anxiety in class with a mean score of 2.8 (SD=1.11). Kavari's (2014) study also pointed out that using L1 in the English classes help students to feel secure and to be stress- free.

Furthermore, when they were asked to state their opinions about whether they used Arabic to build rapport with the students (Statement 10). The results showed that 20% stated they *always or often*, while 60% *sometimes or rarely* and only 20% *never.* This means that they sometimes used Arabic to build rapport with the students with a mean score of 2.8 (SD=1.34). This is similar to Parker and Karaagac's (2015) study who found that L1 was used for rapport building purposes.

With regard to Statement 14, which sought to find out whether teachers used Arabic to give individual help to their students. The result showed that 20% of teachers *always or often*, while 60% *sometimes or rarely* and 20% *never.* This shows that most of the teachers sometimes used Arabic to give individual help to their students (M=2.7, SD=1.11). This is dissimilar to Mohebbi and Alavi's (2014) result in which they pointed out that 60% of the teachers indicated that they always use L1 to give personal help. The eleventh statement aimed to investigate whether teachers used Arabic to encourage their students to learn English. The findings revealed that 25% of them *always or often*, while 50% *sometimes or rarely* and 25% *never.* This means that most of the teachers sometimes used Arabic to encourage their students to learn English (M=2.7, SD=1.38). This finding is not parallel with Mohebbi and Alavi's (2014) study who indicated that 55% of the teachers did not use L1 to encourage their learners. In addition, according to statement 5 "I use Arabic to negotiate the syllabus with students" the result reveals that 35% of the respondents stated *always or often*, while 40% *sometimes or rarely* and 25% *never.* This shows that they sometimes used Arabic to negotiate the syllabus with

students with a mean score of 2.7 (SD=1.30). This is in harmony with Statements 8, 7 and 3. In Statement 8 "I use Arabic to discuss the objectives of the tasks I give in class" 20% reported *always or often,* while 55% *sometimes or rarely* and 25% *never*. The result reveals that most of the teachers did not use Arabic to give feedback and in discussing the aims of the tasks with a mean score of 2.6 (SD=1.18). The finding of Statement 7 "I use Arabic when I give feedback to my students" (M=2.6, SD=1.13) indicated that 25% they *always or often*, while 50% *sometimes or rarely* and 25% *never*. This result shows that most of the teachers sometimes used Arabic when they gave feedback to their students. This finding is similar to Mahadeo's (2013) study who pointed out that most of the teachers use the L1 to give feedback to their learners. Moreover, in Statement 3 in which teachers were asked whether they used Arabic when they gave instructions during the exams, 20% of them indicated they *always or often*, while 55% *sometimes or rarely* and 25% *never*. The result shows that they sometimes used Arabic to give instructions during exams with a mean score of 2.60 (SD= 1.42). This result is parallel with the studies conducted by Mahadeo (2013) and Thongwichit (2012) who revealed in their studies that most of the teachers used L1 to give instructions.

The last two statements showed disagreement. In Statement 15 "I use Arabic to manage the class" which received a mean score of 2.5 (SD=1.14) shows that 20% indicated they *always or often*, 60% *sometimes or rarely* and 20% *never*. This result shows that most of the teachers use Arabic when the class is noisy and they want to control it, in this case using Arabic is more effective than English. This is in line with Afzal's (2013) study. Statement 9 "I use Arabic at the end of the class to answer the students' questions" with a mean score of 2.10 (SD=1.11), 15% indicated they *always or often*, while 45% *sometimes or rarely* and 40% *never*. Both results reveal that the majority of the teachers sometimes used Arabic at the end of class and to answer

students' questions. The reason behind this may be that they did not want their students to be confused when they used both English and Arabic.

Turkey. The following statements which were stated in the students and teachers' questionnaire express their opinions regarding the purposes behind the use of Arabic in the EFL classrooms.

Students. Regarding the respondents of the students in Turkey the findings of the second research question indicated that the students mostly used Arabic when they talked with their classmates in Arabic with a mean score of 4.41 and least used Arabic to clarify their teacher's instructions with their classmates with a mean score of 2.84.

As shown in Table 4 which represents the highest mean scores from the students' questionnaire, the outcomes of the fifth Statement "I speak Arabic in the English class when my classmates talk to me in Arabic", revealed that 83.9% of the students indicated they *always* or *often*, while 10.3% *sometimes or rarely* and only 5.7% *never.* The result shows that they mostly used Arabic in the EFL class with their classmates when they talked to each other in Arabic with a mean score of 4.4 (SD=1.12). According to the result of Statement 4 "I use Arabic in talking with classmates about topics that not related to English course", it was found that 78.4% of the students indicated they *always or often,* while 14.1% *sometimes or rarely* and only 7.5% *never.* This means that the majority of the students mostly spoke Arabic in class to ask their classmates questions about English topics with a mean score of 4.2 (SD=1.25) Thus, it can be claimed that the majority of the students always used Arabic in the EFL classroom. This finding is similar to Mora Pablo, Lengeling, Rubio Zenil, Crawford and Goodwin's (2011) study who indicated that most of students used Spanish when they chatted with each other. Regarding the responses to Statement 7 "I use Arabic in my English class when I seek help from my teacher or classmates" the finding shows that 61.4% of the students stated

they *always* or *often,* while 31.2% *sometimes or rarely* and 7.5% *never.* The result

shows that most of the students always used Arabic when they seek help from their

teachers or classmates with a mean score of 3.7 (SD=1.30). Jan, Li and Lin (2014)

pointed out in their study that most of the learners use Chinese language to ask their

teachers because they considered that it is an adequate way for asking questions.

Table 4

Reasons Behind Arabic Employment in Turkey

Item No	Statements	N	Options	M	SD
5	I use Arabic when my classmates talk with me in Arabic.	6 3 8 12 77	Never Rarely Sometimes Often Always	4.42	1.12
4	I use Arabic in talking with classmates about topics that not related to English course.	8 5 10 15 68	Never Rarely Sometimes Often Always	4.22	1.25
7	I use Arabic when I seek help from my teacher.	8 11 22 20 45	Never Rarely Sometimes Often Always	3.78	1.30
3	I use Arabic when I need help from my classmates	10 12 23 15 46	Never Rarely Sometimes Often Always	3.70	1.37
2	My teacher uses Arabic to give instructions in the English class.	10 12 33 24 27	Never Rarely Sometimes Often Always	3.68	1.28
6	I use Arabic in class to finish my task faster in the English class	14 15 23 24 30	Never Rarely Sometimes Often Always	3.53	1.27
8	I use Arabic to carry out small group work.	19 13 23 26 25	Never Rarely Sometimes Often Always	3.53	1.36
1	I use Arabic with my classmates to clarify my teachers' directions	16 21 45 11 13	Never Rarely Sometimes Often Always	3.48	1.47

Key: N= Number of Students, M= Mean, SD= Standard Deviation

Following this, 57.6% of the students *always* speak Arabic in the English class when they needed help from their classmates with a mean score of 3.7 (1.37) (Statement 3). Furthermore, Table 4 shows the outcome of Statement 2 "I use Arabic when my teachers give instructions in the English class", less than half of the students 47.8% stated they *always* or *often* did, while nearly the same percentage 42.5% stated *sometimes* or *rarely* and only 9.4% indicated *never*. This means that they mostly used Arabic when their teachers gave instructions in the English class. This finding is in line with the study of Hashemi and Sabet (2013) who found that 44% of the students in their study used Persian when their teachers gave instructions.

Moreover, Statement 6 asked whether they used Arabic in class to finish their tasks faster (M=3.3, SD=1.37). The finding reveals that half of the students indicated *always or often*, while 35.9% *sometimes or rarely* and 13.2% *never*. This means that most of the students used Arabic to finish their tasks quickly. With regard to Statement 8, which sought to find out whether students used Arabic to carry out a small group work, the result shows that 48.1%indicated that they *always or often*, while 34% s*ometimes or rarely* and 17.9% *never* did. This shows that most of the students rarely used Arabic to carry out a small group work with a mean score of 3.2 (SD=1.41). Finally, Statement 1 aimed to investigate whether they used Arabic with their classmates to clarify their teacher's instructions. This statement received a mean score of 2.8 (SD=1.17) in which 22.7% stated that they *always or often*, while 62.3% *sometimes or rarely* and 15.1% *never*. This result shows that the students sometimes used Arabic to clarify their teacher's instructions (see Appendix G for percentages).

Teachers. Regarding the responses of twenty teachers in Turkey the findings of the second research question indicated that the teachers mostly used Arabic to clarify complicated concepts with a mean score of 3.81 and least used Arabic to give feedback

to their students with a mean score of 2.56.

As shown in Appendix H Statement 6 "I use Arabic to clarify complicated concepts" (M=3.8, SD=1.04) indicated that most of the teachers 68.8% indicated that they *always or often,* while 25% *sometimes or rarely* and 6.3% *never.* The finding shows that they mostly used Arabic when they presented new words and concepts. This result is in line with Ahmed's (2015) study who found out in his study that 78% of the teachers use Arabic to explain concepts.

Moreover, the responses to Statement 12 "I use Arabic to reduce the anxiety in class" 56.3% of the teachers indicated that they *always or often* and 43.8% *sometimes or rarely* used Arabic to reduce the anxiety in class. The result shows that they mostly used Arabic to reduce the anxiety in class with a mean score of 3.5 (SD=0.81). this finding is similar to Al-balawi's (2016) study who figured out that 58% of the teachers believed that using Arabic helps to decrease the students' anxiety in the class. With regard to Statement 14, which sought to find out whether teachers used Arabic to give individual help to their students the result shows that half of the teachers stated they *always or often,* while 43.8% *sometimes or rarely* and 6.3% *never.* This means that they mostly used Arabic to give individual help to their students (M=3.3, SD=0.95).

In addition, when teachers were asked to state their opinions about whether they used Arabic to build rapport with the students (Statement 10, M=3.2, SD=1.16). The result shows that 31.3% indicated that they *always or often*, while 62.5% *sometimes or rarely* and 6.3% *never.* This means that most of the teachers sometimes used Arabic to build rapport with the students. The results related to Statement 2 "I use Arabic to explain grammar rules" (M=3.2, SD=1.06) revealed that 37.5% stated that they *always or often*, while nearly half of them stated *sometimes or rarely and* 6.3% *never.* This shows that the majority of the teachers used Arabic in the EFL classroom to help elicit grammar rules. Al-balawi's (2016) study supported this finding, she investigated that

more than 80% of the teachers' indicated they sometimes use Arabic to explain grammar.

With respect to Statement 13 "I use Arabic to save time when explaining difficult tasks" which received a mean score of 3.1(SD=0.98). The result shows that 50% of the respondents stated they *often,* while 43.8% *sometimes or rarely* and only 6.3% *never.* The result revealed that teachers mostly used Arabic to save time. This result is in line with Alshammari's (2011) study who explored that 60% of the teachers stated that using Arabic aids to save time in the English classes.

In addition, according to Statement 5 "I use Arabic to negotiate the syllabus with students" 43.8% of the teachers indicated that they *always or often*, while 50.9% *sometimes or rarely* and only 6.3% *never*. This revealed that teachers *sometimes* used Arabic to negotiate the syllabus with students with a mean score of 3.1 (SD=1.08). Mohebbi and Alavi's (2014) study also revealed that about 60%of the teachers use L1 to negotiate the syllabus with students. Statement 15 "I use Arabic to manage the class" with a mean score of 3.0 (SD=1.12) the results show that 43.8% of them indicated they *always or often*, while 50.1% *sometimes or rarely* and only 6.3% *never.* This means that the majority of them used Arabic to manage the class. This result is dissimilar to Ahmed's (2015) study who reported that 55% of the teachers stated they never use Arabic for class control and only 15% stated they use. He believed that L2 should be maximized even in a class management. The finding of Statement 1 "I use Arabic to teach new words" (M=3.0, SD=0.89) shows that 18.8% of the teachers' indicated that they *always or often*, while 75% *sometimes or rarely* and 6.3% *never.* It can be said that most of them resorted *sometimes* to Arabic when introducing new vocabulary. This may be due to the reason that the students need more explanation in Arabic. This is in harmony with Khresheh's (2012) study who reported that employing L1 may be important when teachers feel their students can not understand what they are explaining

in English.

The finding of Statement 11 "I use Arabic to encourage students to learn English" with a mean score of 2.8 (SD=1.27) reveals that 31.3% of the respondents stated they *always or often*, while 56.3% *sometimes or rarely* and 12.5% *never.* The result shows that most of them used Arabic to encourage the students. This result is dissimilar to Mohebbi and Alavi's (2014) study who reported in his study that 65% of the participants indicated they *never* used the learners' L1 to encourage and comfort them.

Additionally, the responses of Statement 4 "I use Arabic to negotiate the meaning of new vocabulary" revealed that 12.5% of the teachers indicated they *often,* while 81.3% *sometimes or rarely* and only 6.3% *never*. It is clearly seen that most of them sometimes used Arabic to clarify the meaning of new vocabulary (M=2.7, SD=0.79). Following this, the results of Statements 8 "I use Arabic to discuss the objectives of the task I give in the class" with a mean score of 2.7 (SD=1.09) shows that the minority of them indicated they *always or often*, while 68.8% *sometimes or rarely* and 12.5% *never*. While the result of Statement 9 "I use Arabic at the end of the class to answer the students' questions" with a mean score of 2.6 (SD=1.19) shows that the minority of them indicated they *always or often*, while 56.1% *sometimes or rarely* and 18.8% *never*. The results show that most of them sometimes used Arabic to discuss the objectives of the task and to answer the students' questions. This finding is dissimilar to Solhi and Buyukyazi's (2011) study who stated that only 19% of their participants indicated that they use L1 to explain unclear ideas or to answer students' inquiries regarding some difficult points.

Similarly, for Statement 3 "I use Arabic when I give instructions during exams" with a mean score of 2.6 (SD=1.25) the results show that 37.3% indicated they *often*, while the majority of the teachers indicated that they *sometimes or rarely* used Arabic when they gave instructions during exams and a quarter of them indicated they *never.*

This finding is not in line with Mohabbi and Alavi's (2014) study who reported that 65% of the respondents indicated they never used the L1 to give instructions or assignments. Furthermore, 12.6% of teachers working in Turkey indicated they *always* or *often*, while 62.5% *sometimes or rarely* used Arabic when they gave feedback to their students and 25% *never* did that (Statement 7, M=2.5, SD=1.20). This may be due to the reason that the overuse of the L1 might reduce the students' desire to practice English. Kavaliauskienė's (2009) study supported this finding, she indicated that re-translating the teachers' feedback into L2 may increase the learners' awareness of what they have learnt such as new words and grammar.

Attitudes Regarding Arabic Employment

To answer the second research question of the present study "What are the teachers' and students' attitudes regarding using Arabic in EFL classrooms?", frequencies of both teachers and students' attitudes towards using Arabic in EFL classrooms in Libyan secondary schools in both Libya and Turkey were computed: the mean scores and standard deviations of the statements related to the attitudes were calculated. The results are as follows:

Students. The findings of the research question "What are the students' attitudes towards using Arabic in EFL classrooms in secondary schools in both Libya and Turkey?" indicated that most respondents agreed in general in accepting the idea of using Arabic in EFL classrooms with a mean score of 3.61 and standard deviation 1.46. This showed that they believed that Arabic should be employed in EFL classrooms. Thus, it can be argued that the majority of the students had positive attitudes towards using Arabic in EFL classrooms. This finding is in line with the results of Ihsan's (2013) study in the Kurdish context which revealed that most of the students have positive attitudes towards using L1 in EFL classrooms.

As illustrated in Appendix I the results to Statement 13 indicated that 73.1% of the students *agreed* or *strongly agreed* that using Arabic help them to learn the second language quickly, whereas 17.5% of them were *neutral* and only 7.7% *disagreed* with this statement (M=4.1, SD= 1.46). The result of Statement15, which sought to find out whether Arabic helped to understand better (M=4.1, SD= 3.15) indicated that the majority of the students *agreed or strongly agreed* that it was a beneficial tool to understand English (the target language), while 17.1% were *neutral* and only 9.4% *disagreed*. This is in harmony with Statements 16 in which 73.5% of the students *agreed* or *strongly agreed* that using Arabic to check the meaning of new words in English is helpful, while 17.9 were *neutral* and 6.8% *disagreed* with it (M= 4.1, SD=1.12). Statement 14 indicated similar finding that 71.8% *agreed or strongly agreed* that Arabic helped them to learn easily, while 16.2% were *neutral* and 10.6% *disagreed* (M= 4.1, SD=1.16). The above findings support those outcomes obtained by Alshammari's (2011) and Al-Nofaie's (2010) studies who found that students have positive attitudes towards using Arabic to check the meaning of new words and to aids the learners' comprehension. Their responses to statement 10 indicated that 64.5% *agreed or strongly agreed* that new vocabulary should be explained in Arabic (M=3.9, SD=1.18) while 32.1% were *neutral* and 12.3% *disagreed*. The result means that students comprehend the new words better when they explained in Arabic. This finding is in line with Zohrabi and Yaghoubi-Notash's (2014) study which revealed that most of the students preferred their teachers to uses L1 to elicit the meaning of new vocabulary.

Statement nine showed that 61.6% of the students *agreed or strongly agreed* that Arabic should be used when explaining grammar (M=3.8, SD=1.20), while 25% remained *neutral*, and only 13.7% *disagreed*. 60.2% of the participants *agreed* or *strongly agreed* with Statement 19 that using Arabic was less time consuming when explaining issues related to the English class (M=3.7, SD=1.36), whereas 20.9%

remained *neutral*, and 18.9% *disagreed*. This result shows that most of them believed that using Arabic was less time consuming when explaining issues related to the English class. These findings are in line with Manara's (2007) study who demonstrated that more than 50% of the students stated that they believed in using L1 helped to explain grammar rules and issues that related to the English class. Regarding the result of Statement 12 "I feel comfortable when the English teacher uses Arabic", revealed that 59.4% of students *agreed or strongly agreed* that they felt comfortable when their teachers used Arabic (M= 3.7, SD= 1.32), while 19.2% were *neutral* and 19% *disagreed* with this statement. This means that most of the students felt comfortable when the English teacher used Arabic. This result is dissimilar to Alshammari's (2011) study who reported that only 17% of the students who stated that they felt comfortable and stress-free when they used Arabic.

Statement 20 "speaking Arabic is indispensable in English classes" which received a mean score of 3.6 (SD=1.35) showed that 61.1% of students *strongly agreed or agreed* with this Statement, whereas 17.5% remained either *neutral* and 21.4% *disagreed.* This result shows that the majority of the students believed that using Arabic is necessary inside the English classes. Moreover, Statement 11 revealed the students' beliefs regarding using Arabic when they participated or asked their teachers questions, the results showed that approximately half of the students *agreed or strongly agreed* that they felt comfortable when they used Arabic to ask questions (M=3.6, SD= 1,42), while 21.4% remained *neutral* and 21% *disagreed.* This finding is in line with Diakou and Tsagari's (2015) study that indicated 79.2% of their students agreed that they felt comfortable and relaxed when their teachers and they used the L1.

It can clearly be seen in Appendix I that less than half of the students believed that new English teachers used Arabic more than the experienced ones (M= 3.5, SD= 1.35) (see Statement 21), while 21.4% were *neutral* and 25.3% *disagreed.* They also

indicated that speaking Arabic in class should be allowed except in the speaking lessons (Statement 17, M= 3.4, SD=1.42). Nearly half of the respondents *agreed or strongly agreed* that speaking Arabic in class should be allowed except in the speaking lessons, while 18.4% remained *neutral* and 27.3% *disagreed*. This finding is similar to with Zohrabi and Yaghoubi-Notash's (2014) study which revealed that most of the learners preferred to use their first language to be allowed during the English classes.

Furthermore, the result of Statement 25 shows that students seemed to be neutral about using Arabic too much in EFL classrooms as it diminishes exposure to English (M=3.4, SD=1.41), 55.1% *agreed or strongly agreed* that using Arabic too much in EFL classrooms diminishes exposure to English, while 19.7% were *neutral* and 25.2% *disagreed* with this statement. They also were neutral when they were asked whether they felt confident when their classmates used only English in EFL classes (M=2.8, SD=1.56 (see Statement 22). 42.3% *agreed or strongly agreed* that they felt confident when their classmates used only English in EFL classes, whereas 15.4% were *neutral* and 55.3% *disagreed.* Following this, students' responses to Statement 18 indicated that they were neutral about whether they felt less stressed when they used Arabic in the English classes (M= 3.0, SD=1.59), 44.4% *agreed or strongly agreed,* while 15.4% were *neutral* and 40.2% *disagreed*. This means that almost half of the students felt less stressed when they used Arabic in the English classes. Manara's (2007) study supported these findings, he stated that about 40% of the students preferred to use their native language because it helped them to feel comfortable and confident in the class*.*

Following this, students' responses to Statement 18 indicated that they were neutral about whether they felt less stressed when they used Arabic in the English classes (M= 3.0, SD=1.59), 44.4% *agreed or strongly agreed,* while 15.4% were *neutral* and 40.2% *disagreed*. This means that almost half of the students felt less stressed when they used Arabic in the English classes.

Similarly, Statement 23 revealed that most of the students were neutral about whether they preferred their English teachers to use only English in class (M= 3.1, SD=1.42). 31.2% *agreed or strongly agreed* that they preferred their English teachers to use only English in class, while 17.9% remained *neutral* and 46.2% *disagreed* with it. The result shows that they mostly did not prefer their teachers to use only English in the class. This finding is in line with Al-Nofaie's (2010) who explored in his study that most of the students were in favour of their teachers to use of Arabic language. The results of Statement 24 revealed that the participating students were neutral when they were asked to indicate their opinions about whether using Arabic too much in class decreased their motivation to learn English (M=3.2, SD= 1.52). 46.1% *agreed or strongly agreed*, whereas 18.4% were *neutral* and 47.9% *disagreed* with this statement. The result shows that most of the students did not believe that using Arabic could decrease the learners' motivation to learn English. Solhi and Buyukyazi (2011) stated in their study that most of the students reject the idea that overuse of L1 leads to lack motivation to learn foreign language.

Teachers. Appendix J presented thirteen statements which were stated in the teachers' questionnaire that sort to find out the teachers' attitudes regarding the use of Arabic in EFL classrooms. As it can be seen in Appendix J the mean score of the respondents' answers ranged from 3.85 to 2.10 according to the 5-level Likert scale used. In addition, the standard deviation of all statements according to the same scale ranged from 1.49 to 1.02. It also indicates that most respondents were agree in general in accepting the idea of using the Arabic language in EFL classrooms. This is similar to Crawford, Goodwin, Lengeling, Pablo and Zenil's (2011) study which indicated that their teachers accepted and allowed the usage of the L1 to different degrees, depending on different reasons such as grammar, instructions, and to save time.

According to Appendix J, Statement 23 "I prefer to use English most of the time"

with a mean score of 3.8 (SD=1.49) revealed that half of the teachers preferred to use English most of the time, while 10% seemed to be *neutral* and 15% *disagreed* with this statement. The result showed that half of them liked using English most of the time. This may be due to the reason that the overuse of the L1 may reduce the students' willingness to learn a new language (English) and this is in accordance with Elmtwally's (2012) study.

The finding of Statement 16 "using Arabic makes students feel comfortable" revealed that 60% of the teachers *agreed or strongly agreed* that their students feel comfortable when Arabic is used in the EFL classroom (M=3.5, SD=1.46), while 15% remained *neutral* and 25% *disagreed*. The result shows that most of the teachers believed that their students feel comfortable when Arabic is used in the EFL classroom. Alrabah, Alotaibi, Aldaihani, and Wu's (2016) supports that most of the teachers' respondents indicated that using learners' L1 helps to promotes a restful atmosphere.

Statement 24 reflects the teachers' viewpoints about the importance of using English all the time that enhances the teaching process. 35% of the teachers *agreed or strongly agreed* that they believed that using English all the time that enhances the teaching process (M=2.5, SD=1.35), while 40% were *neutral* and 25% *disagreed* with this statement. Responses to Statement 20 "students' benefit more when I use only English in the class" indicated that 30% *agreed or strongly agreed* with this statement with a mean score of 2.5 and standard deviation of 1.30, while 50% were *neutral* and 20% *disagreed.* The result shows that they did not benefit more when they use only English in the class. These findings are not supported by Ahmed's (2015) study who reported that students will learn quickly when they are more exposed to the L2.

The result of Statement 19 "students can express their opinions in Arabic better than in English" with a mean score of 3.4 (SD=1.39) revealed that 55% of the teachers agreed or *strongly agreed* that their students preferred to use their L1 in EFL classrooms

to express their opinions, while 15% were *neutral* and 30 % *disagreed*. The result is in agreement with Ihsan's (2013) study. This shows that they believed their students could express themselves better when they used Arabic.

The findings of Statement 28 (M=3.4, SD=1.31) showed that more than half of the teachers *agreed or strongly agreed* with the notion that using Arabic in EFL classrooms depending on the proficiency level of the students, while 10% were *neutral* and 30% *disagreed*. This means they resort to the Arabic language for weak students who need clarification to understand the L2. Al-Nofaie's (2010) and Lasagabaster's (2013) studies supported this result, they found out from the interview result that most of the teachers agreed that beginner learners need more explanation in Arabic because they were unable to improve their performance in English. Moreover, 30% of the teachers agreed with Statement 22 which revealed that most of the teachers did not prefer to converse in English only with their students (M=2.6, SD=1.22), while 50% were *neutral* and 20% *disagreed*. The outcomes reveal that most of the teachers did not prefer to converse in English only with their students.

The finding of Statement 27 "using Arabic reduces the opportunity of using English" (M=3.0, SD=1.27) indicated that 30% *agreed or strongly agreed* that that using Arabic may reduce the opportunity of using English, while 35% were *neutral* 33% *disagreed*. This means that the majority of the teachers did not believe that using Arabic reduces the opportunity of using English. This is similar to Statement 25 "using Arabic should only be allowed when I teach a specific subject" (M=2.95, SD=1.14) which revealed that 25% of them *agreed* while half of the teachers were *neutral* about this statement and 25% *disagreed*. Statement 26 "the use of Arabic in the EFL classroom depends on the years of experience" (M=2.85, SD=1.26) shows that 25% of the teachers' responses *agreed or strongly agreed,* while 35% seemed to be *neutral* and 40% *disagreed.* This reveals that they believed that using Arabic depends on the years of

experience. This result is in line with Alrabah, Alotaibi, Aldaihani and Wu (2016) study who pointed out that most of the teachers did not consider using L1 may decrease the chance of learning English.

Following this Statement 18 "using Arabic makes the students understand better" (M=2.5, SD=1.14) indicated that only 15% of the teachers believed that the use of Arabic makes students understand better of the second language, whereas 45% were *neutral* and 40% *disagreed*. This means that most of the participants did not believe that using Arabic makes the students understand better. This result seemed to be consistent with Solhi and Buyukyazi's (2011) study who pointed out that relying on L1 may lead to misunderstanding. The results also showed in Statement 17 "using Arabic facilitates the teaching– learning process" with a mean score of 2.4 (SD=1.14), nearly half of the teachers did not believe that using Arabic could facilitate the teaching- learning process. 42% *disagreed,* while 45% were *neutral* and only 15% *agreed* with this statement. The result indicated that most of the teachers did not believe that Arabic could facilitate the teaching- learning process. This finding is in line with Mohammad's (2013) study who reported that most of the Kurdish teachers believed that the use of Kurdish delayed the process of learning the TL. The lowest frequent statement was Statement 21 "students should be allowed to use Arabic in the English classrooms" (M=2.1, SD=1.01). 65% of the respondents indicated that most of the teachers rejected the idea of allowing students to use Arabic in EFL classrooms, while 25% were *neutral* and only 10% *agreed*.

Students.   The findings of the research question "what are the students' attitudes towards using Arabic in EFL classrooms in secondary schools in both Libya and Turkey?" are presented in this section. According to Appendix K, the overall results of the students' attitudes in Turkey indicated that most of the respondents agreed with the idea of employing the Arabic language in EFL classrooms, with a mean score of 3.41 and standard deviation of 1.85. This outcome is similar to the finding of Nazary's (2008)

study who reported that students were unwilling to use their mother tongue.

Appendix K shows that more than half of the students 59.4% *agreed or strongly agreed* with Statement 16 that using Arabic to check the meaning of new words in English is helpful, while 34.9% remained *neutral* and only 5.7 % *disagreed* (M=3.6, SD=1.28). The result shows that most of the students pointed out that using Arabic to check the meaning of new words in English is helpful. This result is in line with Zohrabi and Yaghoubi-Notash's (2014) study who found that 56% of the students agreed that using L1 aid to recall the meaning of new words.

Furthermore, concerning the finding of Statement 19 (M=3.5, SD=1.27) "using Arabic is less time consuming when explaining issues related to the English class", half of the respondents indicated *agreed or strongly agreed* with this statement, while 32.2% were *neutral* and 17.9% *disagreed*. This means that most of the students agreed that using Arabic during EFL classrooms may help to save time. This finding is parallel with Alshammare's (2011) study that was conducted at two Saudi technical colleges who stated that 60% of his teachers indicated that the usage of Arabic can save time in English classes. The responses of Statement 15 indicated that most of the students 53.8% *agreed or strongly agreed* that using Arabic helped them to understand better (M=3.5, SD=1.36), whereas 23.6% were *neutral* and 22.6% *disagreed*. Thongwichit's (2013) study supports this, he found out that 61% of students agreed that Thai language makes the lesson more understandable. The result showed that half of them believed that using Arabic helped them to understand better. This is in harmony with Statement thirteenth with a mean score of 3.4 (SD=1.47) which focused on whether using Arabic helped students to learn quickly. 51.9% of the students *agreed or strongly agreed* with this statement, while 22.6% remained *neutral* and 25.4% *disagreed*. The result showed that half of them believed that using Arabic helped them to learn quicker.

Statement 10 indicated that more than half of the respondents *agreed or strongly*

agreed that they preferred English teachers to use Arabic in teaching new vocabulary (M=3.4, SD=1.36), while 20.8% were *neutral* and 24.6% *disagreed.* This outcome showed that most of the students preferred English teachers to use Arabic in teaching new vocabulary. Statement 14 asked whether using Arabic helped students learn easily. According to the results of this statement, half of the students *agreed or strongly agreed* that using Arabic in English classrooms helped them to learn easily (M=3.4, SD=1.44), while 24.5% were *neutral* and 26.4% *disagreed.* This means that most of the students believed that using Arabic in English classrooms helped them to learn easily. Yet, they also seemed to be neutral when asked to indicate whether using Arabic too much in class diminished exposure to English (Statement 25, M=3.3, SD=1.39) the result revealed that 52.8% *agreed or strongly agreed* that using Arabic too much in class diminished exposure to English, while 20.8% were *neutral* and 26.4% *disagreed.* In addition, they were neutral when they were asked to state their opinions about whether new English teachers used Arabic more than the experienced ones (Statement 21, M=3.3, SD=1.35). The results of this statement revealed that 50.9% *agreed or strongly agreed* that new English teachers used Arabic more than the experienced ones, while 19.8% were *neutral* and 29.2% *disagreed.*

The 20th Statement aimed to investigate whether speaking Arabic was indispensable in English classes. The finding revealed that 41.5% of the students *agreed or strongly agreed* with a mean score of 3.2 (SD=1.33), whereas 29.2% were *neutral* and 29.2% *disagreed*. Moreover, according to Statement 9 which asked students whether they preferred English teachers to use Arabic when explaining grammar, showed that 41.5% of the students with a mean score of 3.2 (SD=1.37) stated *agreed or strongly agreed* with this idea, while 30.2% were *neutral* and 28.3% *disagreed.* This result is similar to AbuHamid's (2012) study who examined students' attitudes towards using Arabic in explaining grammar, he found out that 40% of them preferred their teachers to

use Arabic while 60% were neutral or disagreed.

Appendix K illustrates the result of Statement 17 "speaking Arabic in class should be allowed except in the speaking lesson" received a mean score of 3.1 (SD=1.50) which shows that approximately 42.4% of the respondents *agreed or strongly agreed,* while 21.7% were *neutral* and 35.9% *disagreed* with this statement. The possible explanation for this outcome could be that, most of the students believed that Arabic should be allowed in EFL classes in certain cases except in the speaking lessons. This result is parallel with Kayaoglu's (2012) study who stated that the L1 could be used in teaching grammar rules but it must be banned in teaching speaking and listening classes. According to the students in Turkey, Statement 22 which was concerned about whether the students felt confident when their classmates used only English in classes, revealed that 44.3% of the students *agreed or strongly agreed,* while 16% were *neutral* and 39.7% *disagreed* with this statement with a mean score of 2.8 (SD=1.58). They were also neutral when they were asked whether they felt comfortable when the English teacher used Arabic (Statement 12, M=3.0, SD=1.33), the result indicated that 37.7% *agreed,* while 27.4% were *neutral* and 34.9% *disagreed.* In addition, the responses to statement 18 indicated that students' attitudes were also neutral.42.5% of them *disagreed,* while 15% *neutral* and 42.5% *agreed or strongly agreed.* Thus, it is argued that they felt less stressed when they used Arabic in class (M=3.0, SD=1.60).

For Statement 11 "I feel comfortable when I use Arabic to ask questions" (M=3.0, SD=1.44), 40.6% of students *agreed or strongly agreed*, while 20.8% were *neutral* and 39.6% *disagreed.* This finding is similar to Hashemi and Sabet's (2013) study who stated that the majority of students' responses seemed to be neutral when they responded to the statement- Persian made them feel comfortable with a mean score of 2.73.

Appendix K represents the students' opinions on whether they preferred their

English teachers to use only English in class (Statement 23, M=3.1, SD=1.40). The result showed that 32% of them *agreed or strongly agreed*, while 25.5% were *neutral* and 42.5% *disagreed.* This means that the majority of the students were neutral about whether their English teachers to use only English in class. A similar result is seen in Statement 24 (M=3.2, SD=1.52), in which students were asked whether using Arabic too much in class decreased their motivation to learn English. 36.8% of the students *agreed or strongly agreed* with this statement while 16% of them were *neutral* and 47.2% *did not agree*. The result showed that they did not believe that using Arabic too much in class decreased their motivation to learn English. This is in line with Thongwichit's (2013) study who reported that 53% of the students indicated that Thai language motivated them L2.

   Teachers. Appendix L presented thirteen statements which were stated in the teachers' questionnaire that sort to find out the teachers' attitudes regarding the use of Arabic in EFL classrooms. As it could be seen in Appendix L the mean score of the respondents' answers ranged from 4.06 to 2.43 according to the 5 point-Likert scale used. In addition, the standard deviation of all statements according to the same scale ranged from 1.06 to 1.20. It also indicated that most respondents agreed in general in accepting the idea of using the Arabic language in EFL classrooms.

  According to Appendix L, Statement 27 "using Arabic reduces the opportunity of using English", Statement 24 "using English all the time enhances the teaching process" with the same mean scores of 1.9 and standard deviations 1.06 and 1.22 respectively. The result showed that they have negative attitude towards these two statements. Regarding Statement 23 "I prefer to use English most of the time" received the highest percentages in the teachers' questionnaire with the mean score of 4.0 and standard deviations 1.34. More than 70% of the teacher respondents indicated they *agreed or strongly agreed* that they preferred using English most of the time, while about 12.5%

did not agree with these statements. Even though they indicated that they use Arabic, their preferences when asked whether they should use Arabic or English changed as they believed English should be used.

In additions, the following four statements reflect the teachers' opinions regarding their perceptions of using Arabic in EFL classrooms. The results related to Statement 19 "students can express their opinions in Arabic better than in English" (M=4.0, SD=1.23) showed that 75% of them *agreed or strongly agreed,* while 12.5% were *neutral* and 12.6% *disagreed.* According to the results of Statement 28 "using Arabic depends on the proficiency level of the students" (M=4.0, SD=1.31) revealed that 81.3% of the respondents *agreed or strongly agreed* that their students resort to Arabic to express their views when it was difficult to find suitable expressions in English, while only 6.3% were *neutral* and 12.3% *disagreed.* This means that most of them believed that the amount of using Arabic depends on the students' levels. This finding is not in line with Lourie's (2008) study who explored that teachers used L1 less with weak students because they believed that low proficiency students need to concentrate on the L2 to increase their understanding.

Moreover, 50% of the teachers *agreed or strongly agreed* with Statement 16 "using Arabic makes students feel comfortable" (M=3.56, SD=1.15) while 37.5% were *neutral* and 12.6% *disagreed.* This is similar to Lasagabaster's (2013) study who found that using the L1 is important to make the learners feel comfortable and to raise their confidence. Interestingly, the responses of the teachers to the following Statement 22 "I prefer to converse in English only with my students" (M=2.4, SD=1.20) . It was found that 30% *agreed or strongly agreed* that they did not prefer to converse in English only with their students, while 50% were *neutral* and 20% *disagreed.*

Statement 20 "students benefit more when I use only English in the class." (M=2.5, SD=1.31). Most of the teachers,30% *agreed or strongly agreed ,* that their

students did not benefit more when they used only English, while 50% were *neutral* and 20% *disagreed*. However, Statement 18 "using Arabic makes the students understand better." (M=3.46, SD=1.18) was in contradiction with the previous statement that teachers agreed that using Arabic made students understand better. More than half of them *agreed or strongly agreed*, while 25% were *neutral* and 18.8% *disagreed.* This is in line with Sharma's (2006) study in which found that 60% of the teachers stated that using L1 aids to understand the target language better.

Teachers were neutral when they were asked whether using Arabic should only be allowed when they teach a specific subject (Statement 25, M=3.25, SD=1.38). 37.5% *agreed,* while 37.5% were *neutral* and 25% *disagreed.* This means that the majority of them did not believe that using Arabic should only be allowed when they teach a specific subject. The outcome of Statement 26 "the use of Arabic in the EFL classroom depends on the years of experience" (M=3.18, SD=1.47) revealed that 37.5% of the participants indicated that they *agreed*, while 25% were *neutral* and 37.5% *disagreed.* The result showed that most of the teachers did not believe that the use of Arabic may depend on the years of experience. This finding is similar to Farrah and Salah's (2012) study who stated that teachers have neutral attitudes regarding using Arabic and the years of teaching experience. Statement 17 showed that 31.3% of the teachers did not believe that using Arabic facilitated the teaching-learning process (M=2.68, SD=0.78), while 56.3% were *neutral* and only 12.5% *agreed*. The result shows that most of the teachers did not consider that using Arabic facilitated the teaching-learning process. They believed that using Arabic may deprive students from understanding the L2. This is line with Alshammari's (2011) who also revealed the same results. Moreover, teachers in Turkey have negative attitudes towards Statement 21 "students should be allowed to use Arabic in the English classrooms" (M=2.4, SD=1.20). The result showed that 62.6% of them *disagreed,* while 25% were *neutral* and only 12.5% *agreed.* This may be due to

the reason that the overuse of Arabic might reduce the students' desire to practice English. This result supports Ihsan's (2013) study in which he indicated that the majority of the teachers preferred their students to use English more than Kurdish in the class.

Similarities and Differences between Students' and Teachers' Attitudes.

    Reasons behind the usage of Arabic. In order to answer the third research question and find if there was any statically significance difference in the teachers and students reasons behind using Arabic in the English classrooms. Independent samples T-test was carried out. The results will be presented below.

    Students. Eight Statements (5, 7, 4, 3, 6, 2, 1 and 8) from the students' questionnaire which were related to the purposes of employment L1 in the English classrooms. They were analyzed to show the similarities and/or differences regarding the responses of the participants. The results showed that all the above mentioned statements were similar except Statements (1, 2, 3, 6, 7 and 8). Although, these statements have been explained in the previous sections. It will be presented below in Table 5 on account of comparison.

    According to Table 5, the biggest significant difference was found in Statement 1 " I use Arabic with my classmates to clarify my teachers' instructions" the majority of the students studying in Libya believed that they often used Arabic with their classmates to clarify their teacher's instructions (M=3.75), while students studying in Turkey seemed to use Arabic *sometimes* (M=2.84).

    The second highest significant difference was indicated in Statement 6. Students responses in Libya to statement 6 "I speak Arabic in class when I want to finish my task faster in the English class" (M=4.09) are different to the students' responses in Turkey (M=3.38). That is, most of the students studying in Libya believed that they used Arabic

to finish a task faster, while students studying in Turkey seemed to resort to Arabic

sometimes.

Table 5

Differences in the Reasons behind Students Use Arabic

Statement	Country	N	M	Std.Dev	MD	Sig
1. I use Arabic with my classmates to clarify my teachers' instructions	Turkey	106	2.84	1.17	.907	**0.01**
	Libya	234	3.75	3.54		
2.my teachers uses Arabic to give instructions in the English class	Turkey	106	3.43	1.24	.544	**0.00**
	Libya	234	3.97	1.25		
3.I use Arabic when I need help from my classmates	Turkey	106	3.72	1.73	.435	**0.00**
	Libya	234	4.16	1.18		
6. I speak Arabic in class when I want to finish my task faster in the English class	Turkey	106	3.38	1.37	.728	**0.04**
	Libya	234	4.11	3.56		
7.I use Arabic when I seek help from my teachers	Turkey	106	3.79	1.30	.548	**0.00**
	Libya	234	4.33	1.05		
8.I use Arabic to carry out small group work	Turkey	106	3.22	1.41	.673	**0.00**
	Libya	234	2.55	1.41		

Key: N=Number of Students, M=Mean, Std. Dev= Standard Deviation, MD=Mean
*   Difference, Sig=Significance*

The last highest significant difference was found in Statement 8. Most of the

students studying in Libya indicated rarely to statement 8 "I use Arabic to carry out

small group work" (M=2.55), while students studying in Turkey sometimes used Arabic

to carry out small group work (M=3.22).

Teachers. The fifteen statements of the teachers' questionnaire that were related to

the reasons behind using Arabic in the English classes were compared to show the

similarities and/or differences regarding the responses of the participants both in Libya

and Turkey. The results of the t-test indicated only one significant difference in the

teachers' reasons behind using Arabic based on the two countries. Statement 6 "I use Arabic to clarify complicated concepts", teachers in Turkey (M=3.81, SD=1.04) had a higher mean score than the teachers in Libya (M=3.10, SD=0.96). This indicated that teachers in Turkey always used Arabic to clarify complicated concepts, while teachers in Libya sometimes used Arabic to clarify complicated concepts.

Table 6

Differences in the Reasons behind Teachers Use of Arabic

Statement	Country	N	M	Std.Dev	MD	Sig
6. I use Arabic to clarify	Turkey	16	3.81	1.04		
complicated concepts	Libya	20	3.10	0.96	0.712	**0.042**

Key: N=Number of Teachers, M=Mean, Std. Dev= Standard Deviation, MD=Mean Difference, Sig=Significance

Attitudes towards Arabic employment. In order to answer the third research question and find if there was any statically significance difference in the teachers' and students' attitudes towards using Arabic in the English classrooms. Independent samples T- test was carried out. The results will be presented below.

Students. Seventeen Statements were stated to reflect the students' attitudes towards using Arabic in the EFL classroom in secondary schools in both Libya and Turkey. The findings of the t-test of the students' questionnaire showed that there were significant differences in the responses in Statements 10, 11, 12, 13, 14 and 20. Table 7 presents these Statements in detail.

As represented in Table 7, the highest significant difference was found in Statement 14 "using Arabic helps me to learn easily" the mean score of student in Libya is 4.35 and students in Turkey mean score is 3.41. The results indicated that students in Libya believed that using Arabic helped them to learn easily more then the students in Turkey.

The second highest significant difference was found in Statement 12 "I feel comfortable when the English teacher uses Arabic" the mean score of students in Libya is 3.76 and the mean score of students in Turkey is 3.03. The result indicated that students in Libya felt more comfortable when their English teachers used Arabic more than the students in Turkey

Table 7

Differences between Students Attitudes

Statement	Country	N	M	Std.Dev	MD	Sig
10. I prefer English teachers to use Arabic in teaching new vocabulary	Turkey	106	3.44	1.37	0.530	**0.00**
	Libya	234	3.97	1.18		
11. I feel comfortable when I use Arabic to ask questions	Turkey	106	3.01	1.45	.634	**0.00**
	Libya	234	3.65	1.43		
12.I feel comfortable when my teacher uses Arabic	Turkey	106	3.03	1.33	.752	**0.00**
	Libya	234	3.79	1.33		
13.using Arabic helps me to learn quickly	Turkey	106	3.48	1.47	.706	**0.00**
	Libya	234	4.18	1.14		
14.using Arabic helps me to learn easily	Turkey	106	3.41	1.44	.939	**0.00**
	Libya	234	4.35	3.52		
20. speaking Arabic is dispensable in English classes	Turkey	106	3.23	1.34	.457	**0.00**
	Libya	234	3.69	1.36		

*Key: N=Number of Students, M=Mean, Std. Dev= Standard Deviation, MD=Mean
    Difference, Sig=Significance*

The last highest significant difference was indicated in Statement 13 "using Arabic helps me to learn quickly" the mean score of students in Libya was 4.18 and the mean score of students in Turkey was 3.48. The finding indicated that students in Libya believed that using Arabic helped them to learn quickly more than the students in Turkey.

Teachers. Thirteen Statements were stated to reflect the teachers' attitudes towards using the L1 in the EFL classroom in secondary schools in both Libya and Turkey.The results of the t-test showed that there were significant differences in the responses in Statements 18 and 27. Table 8 presents these Statements in detail.

Table 8

Differences between Teachers Attitudes

Statement	Country	N	M	Std.Dev	MD	Sig
18. Using Arabic makes the students understand better.	Turkey	16	3.43	1.15		
	Libya	20	2.55	1.14	0.887	**0.028**
27. Using Arabic reduces the opportunity of using English.	Turkey	16	4.06	1.06		
	Libya	20	2.95	1.27	1.112	**0.008**

Key: N=Number of Teachers, M=Mean, Std. Dev= Standard Deviation, MD=Mean Difference, Sig=Significance

The first significant difference occurred in the responses to Statement 18 "using Arabic makes the students understand better" the teachers working in Libya indicated that they disagreed with this statement (M=2.55), whereas the teachers in Turkey agreed on the notion of using Arabic making the students understand better (M=3.43).

The second significant difference was found in Statement 27 "using Arabic reduces the opportunity of using English". The responses of the teachers in Libya revealed that they were neutral about this statement (M=2.95), while the teachers' in Turkey indicated that they agreed that using Arabic reduced the opportunity of using English (M=4.06).

Conclusion

In this chapter, the findings and the analysis of the data obtained from the questionnaire were reported. First, the reasons behind the usage of the L1 and the attitudes of both the teachers and students' towards using Arabic were investigated.

Second, it reported the similarities and differences between the reasons behind the usage

of the L1 and the attitudes of students' and teachers in Libya and Turkey. The following

chapter will present the summary of the findings, recommendations and suggestions for

further research.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter will present a summary of the findings of the current study. Then, the recommendations and suggestions for further research will be presented.

Summary of the Findings

The aim of this study was to explore both teachers and students' usage of Arabic in EFL classrooms in secondary schools in both Libya and Turkey. It also sought to find out the reasons behind and the attitudes of using Arabic in secondary schools in both Libya and Turkey. In addition, this study aimed to find out whether there were any similarities and differences in the perspectives of both teachers and students in Libya and Turkey towards the use of Arabic in the English as a foreign (EFL) classroom. The present study was conducted in Salah Aldeen Alayobe in Tarhouna city in Libya and in Alebiea Aldowleya in Istanbul in Turkey. Two questionnaires were administered to both students and teachers to examine their attitudes towards using Arabic.

The reasons behind Arabic employment. The first research question sought to find out the reasons behind using Arabic in EFL classrooms in Libya and Turkey. The results of the current research stated that Arabic was employed by both teachers and students in EFL classrooms in secondary schools both in Libya and Turkey for different reasons. The data collected throughout the questionnaire revealed that the majority of the students in both Libya and Turkey mostly used Arabic when they talk with their classmates in Arabic. Furthermore, the teachers working in both Libya mostly used Arabic to explain grammar rules, while teachers in Turkey mostly used Arabic to clarify complicated concepts. In general the teachers in both Libya and Turkey believed on the restricted use of Arabic. They also believed that teachers should not resort to Arabic

except in the cases of more clarification, for example, abstract concepts, difficult tasks, or complicated grammar rules.

Attitudes towards Arabic Employment. The intention of the second research question was to investigate the students' attitudes towards using Arabic in EFL classrooms in secondary schools in both Libya and Turkey. The outcomes of this study revealed that students had positive attitudes regarding the use of Arabic in EFL classrooms. The findings were similar to Elmetwally's (2012), Mohammed's (2013), Khassawneh's (2011), Diakouand Tsagari's (2015) studies, in which all revealed that students were in favour with the inclusion of the L1 in the EFL classrooms.

This study also revealed that most of the students from both Libya and Turkey were in favour of Arabic employment in the EFL classrooms. They believed it helped them to understand better and comprehend new concepts. The students especially from Libya believed highly that using Arabic is a very effective way to comprehend difficult concepts. This finding is in accordance with Tsagari and Diakou's (2014), Ahmed's (2015), and Paker and Karaagac's (2015) studies who found out that students use the L1 as a facilitated tool. Employing the L1 made them feel more comfortable and helped them to understand difficult concepts. The results also showed that students in both countries preferred to communicate in Arabic during the lesson particularly when they asked for help from their classmates or teachers. This result is in agreement with Greggio and Gil's (2007) study who pointed out that interaction in L1 had a great value among learners in EFL classrooms.

The aim of the second research question was also to investigate the teachers' attitudes towards using the Arabic in EFL classrooms in secondary schools in both Libya and Turkey. The findings of the present study revealed that the teachers in Turkey were much more positive towards the inclusion of the Arabic in EFL classrooms than the teachers in Libya. Although teachers in both Libya and Turkey indicated that they

agreed on using Arabic in the English classrooms, they preferred to use English most the time. They believed that using English enhances the teaching processes. They also disagreed that students should be allowed to use Arabic in the English classrooms.

Similarities and differences between students' and teachers' perspectives.

The third research question of the current study attempted to find out the similarities and differences between students' and teachers' perspectives regarding Arabic usage in EFL classrooms by comparing the perspectives of both groups (students and teachers) in Libya and Turkey. The findings of this study revealed some similarities and differences between students' and teachers' perspectives.

Students. Several significant differences were found among the students in both countries. The study revealed that students in Libya used Arabic to clarify their teachers' instructions more than students in Turkey regarding the reasons behind Arabic employment. In terms of their attitudes towards Arabic employment students in Libya indicated that using Arabic helped them to learn quickly and easily more than students in Turkey.

Teachers. The findings of the present study showed that there were significant differences between teachers in both countries. In terms of the reasons behind Arabic employment, the teachers in Turkey always used Arabic to clarify complicated concepts, while teachers in Libya sometimes did that. With regard to the teachers' attitudes towards Arabic employment the teachers working in Libya indicated that they disagreed that using Arabic made their students understand whereas the teachers in Turkey agreed. In addition, the teachers in Libya were neutral when they indicated that using Arabic reduced the opportunity of using English, while the teachers' in Turkey indicated that they agreed.

Recommendations for Further Research

In the light of the findings of this study, the following recommendations can be made:

- The results revealed that students have positive attitudes towards using L1 in EFL classrooms. Thus, it is recommended that teachers have to create a method which fits with the students' needs to comprehend the English language well.

- Teachers should help students to feel more comfortable and increase their confidence by encouraging them to converse in English during pair /group work in which they can imitate each other. Such activities may help to decrease the students' anxiety and make them feel less stressed when learning English.

- Some teachers see using Arabic time consuming which may affect negatively on the teaching process, so the Ministry of Education of Libya should take into consideration the teaching hours of the English language and maximize it so teachers do not need to resort to the L1.

- Teachers have to communicate in English most of the time with their students give them an opportunity to be exposed more to the English language. They also should not resort to the L1 except in the cases of more clarification, for example, abstract concepts, difficult tasks, or complicated grammar rules.

Suggestions for Further Research

As previously mentioned this study was determined to two secondary schools in two different countries (Libya and Turkey). Therefore, a suggestion for further research may be carried in all the schools which are located in Turkey to include all the population of Libyan citizens who live there. On the other hand, it is also suggested to conduct other studies in cities with a larger population in Libya.

Moreover, a quantitative data instrument was applied in this study to gather

different opinions from both teachers and students in regards to the use of the first

language in EFL classrooms. It would be interesting and helpful to carry out a

qualitative study by employing interviews with both EFL teachers and students to

provide a deeper understanding of their attitudes towards using L1.

Additionally, other data collection instruments such as an observation and

experimental research methods could also be employed to investigate the attitudes of

both teachers and students toward using the L1 in EFL classrooms, and explore the main

purposes that request the inclusion of the first language.

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Appendix A

Students Questionnaire (Arabic version)

<u>استبيان الطلبة</u>

<u>عزيزى الطالب</u>

انت مدعو للمشاركة وبشكل تطوعى فى هده الدراسة والتى الغاية منها هو معرفة رأيك فى استخدام اللغة العربية فى حصص اللغة الانجليزية ومعرفة الاسباب من وراء استخدامها. ولتحقيق هدف الدراسة انا بحاجة الى جمع ارائكم بالخصوص. وليكن معلوم لديكم انه سيتم اسخدام البيانات بكل سرية وسيتم استخدامها لغرض البحث فقط.
شكرا لتعاونكم ومشاركتكم

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هل يجب استخدام اللغة العربية فى حصص اللغة الانجليزية ؟   نعم ( )   لا

اسباب استخدام اللغة العربية

دائما	غالبا	احيانا	نادرا	ابدا	على الخيار المناسب (×) من فضلك ضع علامة	
					استخدم اللغة العربية لتوضيح توجيهات الاستاذ	1
					اللغة العربية لاعطاء التعليمات استاذ اللغة الانجليزية	2
					اتكلم باللغة العربية عندما احتاج مساعدة من زملائى	3
					اتكلم باللغة العربية عندما اتحدث مع زملائى عن مواضيع غير متعلقة بدروس اللغة الانجليزية	4
					اتكلم باللغة العربية عندما زميلى يحدثنى باللغة العربية	5
					اتكلم باللغة العربية عندما اريد الانتهاء من التدريبات بسرعة	6
					اتكلم باللغة العربية عندما ابحث عن مساعدة من معلمى او زميلى	7
					استخدم اللغة العربية لعمل نشاط جماعى صغير	8

موقف الطلبة من استخدام اللغة العربية

اوافق بشدة	اوافق	محايد	لا اوافق	لا اوافق بشدة	على الخيار المناسب (×) من فضلك ضع علامة	
					افضل معلمين اللغة الانجليزية ان يستخدمو اللغة العربية عند شرح القواعد	9
					افضل معلمين اللغة الانجليزية ان يستخدمو اللغة العربية عند تعليم المفردات الجديدة	10

					العبارة	
					اشعر بارتياح عند استخدام اللغة العربية فى طرح الاسئلة	11
					اشعر بارتياح عندما معلمين اللغة الانجليزية يستخدمو اللغة العربية	12
					استخدام اللغة العربية يساعدنى لأتعلم بسرعة	13
					استخدام اللغة العربية يساعدنى لأتعلم بسهولة	14
					استخدام اللغة العربية يساعدنى لافهم افضل	15
					استخدام اللغة العربية يكون مساعد اكثر لمعرفة معانى المفردات الجديدة	16
					استخدام باللغة العربية يجب ان يكون مسموح بيه ماعدا فى حصص المتعلقة بالمحادثة	17
					اشعر بضغط نفسى اقل عندما اتكلم باللغة العربية	18
					اسخدام اللغة العربية يكون اقل استهلاك للوقت عند شرح الدروس	19
					التحدث باللغة العربية امر لا غنى عنه فى حصص اللغة الانجليزية	20
					المعلمين الجدد يسخدمو اللغة العربيه اكثر من معلمين اللذين لديهم اكثر خبرة	21
					اشعر بالثقة عندما نتكلم انا وزميلى باللغة الانجليزية فقط	22
					افضل استخدام اللغة الانجليزية فقط من قبل المعلمين	23
					استخدام اللغة الانجليزية بشكل كبير يقل من التحفيز لتعليم اللغة الانجليزية	24
					استخدام اللغة العربية بشكل كبير يقل من الاحتكاك باللغة الانجليزية	25

شكرا جزيلا لمشاركتكم

Appendix B

Students Questionnaire (English version)

<u>Student Questionnaire</u>

Dear Student,

You are invited to participate in my research study on a voluntary basis. The aim of this study is to investigate using mother tongue (Arabic) and reasons for using it in English as a foreign language (EFL) classes. In order to realize this aim, I need to collect your opinion about using the mother tongue (Arabic) the reasons behind using it in EFL classes. Please state your opinion sincerely. The results of the questionnaire will only be used for research purposes and will not be publicized.

Thank you for your cooperation and participation.

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****
Is Arabic used in the classroom?   Yes (   )   no (   )

The reasons behind using Arabic

	Please mark the appropriate option with (X). **Statements**	Never	Rarely	Sometimes	Often	Always
1.	I use Arabic with my classmates to clarify my teachers' directions	( )	( )	( )	( )	( )
2.	My teacher uses Arabic to give instructions in the English class.	( )	( )	( )	( )	( )
3.	I speak Arabic in the English class when I need help from my classmates.	( )	( )	( )	( )	( )
4.	I speak Arabic in class to ask in my classmates about English course.	( )	( )	( )	( )	( )
5.	I speak Arabic in the English class when my classmates talk to me in Arabic.	( )	( )	( )	( )	( )
6.	I speak Arabic in class when I want to finish my task faster in the English class.	( )	( )	( )	( )	( )
7.	I use Arabic in my English class when I seek help from my teacher or classmates.	( )	( )	( )	( )	( )
8.	I use Arabic to carry out small group work	( )	( )	( )	( )	( )

The students' perceptions regarding using Arabic

	Please mark the appropriate option with (X). **Statements**	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9.	I prefer English teachers to use Arabic when explaining grammar.	( )	( )	( )	( )	( )
10.	I prefer English teachers to use Arabic in teaching new vocabulary.	( )	( )	( )	( )	( )
11.	I feel comfortable when I use Arabic to ask questions.	( )	( )	( )	( )	( )
12.	I feel comfortable when the English teacher uses Arabic.	( )	( )	( )	( )	( )
13.	Using Arabic helps me learn quickly.	( )	( )	( )	( )	( )
14.	Using Arabic helps me learn easily.	( )	( )	( )	( )	( )
15.	Using Arabic helps me understand better.	( )	( )	( )	( )	( )
16.	Using Arabic to check the meaning of new words in English is helpful.	( )	( )	( )	( )	( )
17.	Speaking Arabic in class should be allowed except the speaking course.	( )	( )	( )	( )	( )
18.	I feel less stressed when I use Arabic in class.	( )	( )	( )	( )	( )
19.	Using Arabic is less time consuming when explaining issues related to the English class.	( )	( )	( )	( )	( )
20.	Speaking Arabic is indispensable in the English classes.	( )	( )	( )	( )	( )
21.	New English teachers use Arabic more than the experienced ones.	( )	( )	( )	( )	( )
22.	I feel confident when my classmate and I use only English in class.	( )	( )	( )	( )	( )
23.	I prefer our English teachers to use only English in class.	( )	( )	( )	( )	( )
24.	Using Arabic too much in class decreases my motivation to learn English	( )	( )	( )	( )	( )
25.	Using Arabic too much in class diminishes exposure to English.	( )	( )	( )	( )	( )

Thank you for your contribution.

Appendix C

Teachers' Questionnaire

Dear Teacher,

You are invited to participate in my research study on a voluntary basis. The aim of this study is to investigate using mother tongue (Arabic) and reasons for using it in English as a foreign language (EFL) classes. In order to realize this aim, I need to collect your opinion about using the mother tongue (Arabic) the reasons behind using it in EFL classes. Please state your opinion sincerely. The results of the questionnaire will only be used for research purposes and will not be publicized.

Thank you for your cooperation and participation.

Asma Ali Mkhluf Abdulla	Supervisor: Assist. Prof. Dr. Hanife Bensen
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You can contact me through the following email if needed.
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****

Is Arabic used in the classroom?   Yes (   )   no (   )

The reasons behind using Arabic

	Please mark the appropriate option with (X). **Statements**	Never	Rarely	Sometimes	Often	Always
1.	I use Arabic to teach new words.	( )	( )	( )	( )	( )
2.	I use Arabic to explain grammar rules.	( )	( )	( )	( )	( )
3.	I use Arabic when I give instructions during exams.	( )	( )	( )	( )	( )
4.	I use Arabic to negotiate the meaning of new vocabulary.	( )	( )	( )	( )	( )
5.	I use Arabic to negotiate the syllabus with students.	( )	( )	( )	( )	( )
6.	I use Arabic to clarify complicated concepts.	( )	( )	( )	( )	( )
7.	I use Arabic when I give feedback to my students.	( )	( )	( )	( )	( )
8.	I use Arabic to discuss the objectives of the tasks I give in class.	( )	( )	( )	( )	( )
9.	I use Arabic at the end of the class to answer the students' questions.	( )	( )	( )	( )	( )
10.	I use Arabic to build rapport with the students.	( )	( )	( )	( )	( )
11.	I use Arabic to encourage my students to learn English.	( )	( )	( )	( )	( )
12.	I use Arabic to reduce the anxiety in class.	( )	( )	( )	( )	( )
13.	I use Arabic to save time when explaining difficult tasks.	( )	( )	( )	( )	( )
14.	I use Arabic to give individual help to my students.	( )	( )	( )	( )	( )
15.	I use Arabic to manage the class.	( )	( )	( )	( )	( )

Teachers' perceptions regarding using Arabic

	Please mark the appropriate option with (X). **Statements**	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
16.	Using Arabic makes students feel comfortable.	( )	( )	( )	( )	( )
17.	Using Arabic facilitates the teaching-learning process.	( )	( )	( )	( )	( )
18.	Using Arabic makes the students understand better.	( )	( )	( )	( )	( )
19.	Students can express their opinions in Arabic better than in English.	( )	( )	( )	( )	( )
20.	Students benefit more when I use only English in the class.	( )	( )	( )	( )	( )
21.	Students should be allowed to use Arabic in the English classroom.	( )	( )	( )	( )	( )
22.	I prefer to converse in English only with my student	( )	( )	( )	( )	( )
23.	I prefer to use English most of the time.	( )	( )	( )	( )	( )
24.	Using English all the time enhances the teaching process.	( )	( )	( )	( )	( )
25.	Using Arabic should be allowed when I teach a specific subject.	( )	( )	( )	( )	( )
26.	The use of Arabic in the English classroom depends on the years of experience.	( )	( )	( )	( )	( )
27.	Using Arabic reduces the opportunity of using English.	( )	( )	( )	( )	( )
28.	Using Arabic depends on the proficiency level of the students.	( )	( )	( )	( )	( )

Thank you for your contribution.

Appendix D

Written Consent Form

Appendix E

Reasons of Using Arabic by Students in Libya

Item No	Statements	N	Options	%	M	SD
5	I use Arabic when my classmates talk with me in Arabic.	4	Never	1.7	4.62	0.90
		9	Rarely	3.8		
		15	Sometimes	4.6		
		14	Often	6.0		
		192	Always	82.1		
7	I use Arabic when I seek help from my teacher.	10	Never	4.3	4.33	1.06
		5	Rarely	2.1		
		29	Sometimes	12.4		
		42	Often	17.9		
		148	Always	63.2		
4	I use Arabic in talking with classmates about topics that not related to English course.	21	Never	9.0	4.23	1.29
		8	Rarely	3.4		
		23	Sometimes	9.8		
		24	Often	10.3		
		158	Always	67.5		
3	I use Arabic when I need help from my classmates.	14	Never	6.0	4.15	1.18
		8	Rarely	3.4		
		23	Sometimes	9.8		
		35	Often	15.0		
		136	Always	58.1		
6	I speak Arabic in class when I want to finish my task faster in the English class.	16	Never	6.8	4.09	3.58
		19	Rarely	8.1		
		44	Sometimes	18.8		
		51	Often	21.8		
		104	Always	44.4		
2	My teacher uses Arabic to give instructions in the English class.	14	Never	6.0	3.98	1.23
		19	Rarely	8.1		
		39	Sometimes	16.7		
		46	Often	19.7		
		116	Always	49.6		
1	I use Arabic with my classmates to clarify my teacher's directions	11	Never	4.7	3.54	1.09
		18	Rarely	7.7		
		96	Sometimes	41.0		
		50	Often	21.4		
		59	Always	25.2		
8	I use Arabic to carry out small group work.	79	Never	33.8	2.53	1.40
		47	Rarely	20.1		
		42	Sometimes	17.9		
		38	Often	16.2		
		28	Always	12.0		

Appendix F

Reasons of Using Arabic by Teachers in Libya

Statements	Parameters	Never	Rarely	Sometimes	often	Always	Means	Std. Deviation
2) I use Arabic to explain grammar rules.	Frequency	3	2	5	6	4	3.30	1.34
	Percent	15.0%	10.0%	25.0%	30.0%	20.0%		
1) I use Arabic to teach new words	Frequency	11	3	10	3	3	3.20	1.05
	Percent	5.0%	15.0%	50.0%	15.0%	15.0%		
13) I use Arabic to save time when explanation difficult tasks.	Frequency	2	5	5	5	3	3.10	1.25
	Percent	10.0%	25.0%	25.0%	25.0%	15.0%		
6) I use Arabic to clarify complicated concepts	Frequency	1	4	8	6	1	3.10	0.96
	Percent	5.0%	20.0%	40.0%	30.0%	5.0%		
4) I use Arabic for negotiating the meaning of new vocabulary	Frequency	1	8	5	4	2	2.90	1.11
	Percent	5.0%	40.0%	25.0%	20.0%	10.0%		
12) I use Arabic to reduce the anxiety in class.	Frequency	3	7	3	4	3	2.85	1.34
	Percent	15.0%	35.0%	15.0%	20.0%	15.0%		
10) I use Arabic to build rapport with the students.	Frequency	4	1	11	3	1	2.80	1.10
	Percent	20.0%	5.0%	55.0%	15.0%	5.0%		
14) I use Arabic in giving some individual help.	Frequency	4	2	10	3	1	2.75	1.11
	Percent	20.0%	10.0%	50.0%	15.0%	5.0%		
11) I use Arabic to encourage my students to learn English.	Frequency	5	4	6	2	3	2.70	1.38
	Percent	25.0%	20.0%	30.0%	10.0%	15.0%		
5) I use Arabic to negotiate the syllabus with students	Frequency	5	4	4	6	1	2.70	1.30
	Percent	25.0%	20.0%	20.0%	30.0%	5.0%		
8) I use Arabic to discuss the objectives of the tasks I given in class.	Frequency	5	2	9	3	1	2.65	1.18
	Percent	25.0%	10.0%	45.0%	15.0%	5.0%		
7) I use Arabic when I give feedback to the my students.	Frequency	5	2	8	5	0	2.65	1.13
	Percent	25.0%	10.0%	40.0%	25.0%	0%		

3) I use Arabic when I give instructions during exams.	Frequency	5	6	5	0	4	2.60	1.42
	Percent	25.0%	30.0%	25.0%	0%	20.0%		
15) I use Arabic to manage the class.	Frequency	4	6	6	3	1	2.55	1.14
	Percent	20.0%	30.0%	30.0%	15.0%	5.0%		
9) I use Arabic at the end of the class to answer the students' questions.	Frequency	8	5	4	3	0	2.10	1.11
	Percent	40.0%	25.0%	20.0%	15.0%	0%		

Appendix G

Reasons of Using Arabic by Students in Turkey

Item No	Statements	N	Options	%	M	SD
5	I use Arabic when my classmates talk with me in Arabic.	6	Never	5.7	4.42	1.12
		3	Rarely	2.8		
		8	Sometimes	7.5		
		12	Often	11.3		
		77	Always	72.6		
4	I use Arabic in talking with classmates about topics that not related to English course.	8	Never	7.5	4.22	1.25
		5	Rarely	4.7		
		10	Sometimes	9.4		
		15	Often	14.2		
		68	Always	64.2		
7	I use Arabic when I seek help from my teacher.	8	Never	7.5	3.78	1.30
		11	Rarely	10.4		
		22	Sometimes	20.8		
		20	Often	18.9		
		45	Always	42.5		
3	I use Arabic when I need help from my classmates	10	Never	9.4	3.70	1.37
		12	Rarely	11.3		
		23	Sometimes	21.7		
		15	Often	14.2		
		46	Always	43.4		
2	My teacher uses Arabic to give instructions in the English class.	10	Never	9.4	3.68	1.28
		12	Rarely	11.3		
		33	Sometimes	31.2		
		24	Often	22.6		
		27	Always	25.2		
6	I use Arabic in class to finish my task faster in the English class	14	Never	13.2	3.53	1.27
		15	Rarely	14.2		
		23	Sometimes	21.7		
		24	Often	22.6		
		30	Always	28.3		
8	I use Arabic to carry out small group work.	19	Never	17.9	3.53	1.36
		13	Rarely	12.3		
		23	Sometimes	21.7		
		26	Often	24.5		
		25	Always	23.6		
1	I use Arabic with my classmates to clarify my teachers' directions	16	Never	15.1	3.48	1.47
		21	Rarely	19.8		
		45	Sometimes	42.5		
		11	Often	10.4		
		13	Always	12.3		

Appendix H

Reasons of Using Arabic by Teachers in Turkey

Statements	Parameters	Never	Rarely	sometimes	often	Always	Means	Std. Deviation
6) I use Arabic to clarify complicated concepts	Frequency	1	0	4	7	4	3.81	1.04
	Percent	6.3%	0%	25.0%	43.8%	25.0%		
12) I use Arabic to reduce the anxiety in class.	Frequency	0	2	5	8	1	3.50	0.81
	Percent	0%	12.5%	31.3%	50.0%	6.3%		
14) I use Arabic to give individual help to my students.	Frequency	1	1	6	7	1	3.37	0.95
	Percent	6.3%	6.3%	37.5%	43.8%	6.3%		
10) I use Arabic to build rapport with the students.	Frequency	1	2	8	2	3	3.25	1.12
	Percent	6.3%	12.5%	50.0%	12.5%	18.8%		
2) I use Arabic to explain grammar rules.	Frequency	1	2	7	4	2	3.25	1.06
	Percent	6.3%	12.5%	43.8%	25.0%	12.5%		
13) I use Arabic to save time when explaining difficult tasks.	Frequency	1	3	4	8	0	3.18	0.98
	Percent	6.3%	18.8%	25.0%	50.0%	0%		
5) I use Arabic to negotiate the syllabus with students	Frequency	1	4	4	6	1	3.12	1.08
	Percent	6.3%	25.0%	25.9%	37.5%	6.3%		
15) I use Arabic to manage the class.	Frequency	1	4	6	3	2	4.06	1.12
	Percent	6.3%	25.0%	37.5%	18.8%	12.5%		
1) I use Arabic to teach new words	Frequency	1	2	10	2	1	3.00	0.89
	Percent	6.3%	12.5%	62.5%	12.5%	6.3%		
11) I use Arabic to encourage my students to learn English.	Frequency	2	6	3	3	2	2.81	1.26
	Percent	12.5%	37.5%	18.8%	18.8%	12.5%		
4) I use Arabic to negotiate the meaning of new vocabulary	Frequency	1	4	9	2	0	2.75	0.77
	Percent	6.3%	25.0%	56.3%	12.5%	0%		
8) I use Arabic to discuss the objectives of the tasks I given in class.	Frequency	2	4	7	2	1	2.75	1.06
	Percent	12.5%	25.0%	43.8%	12.5%	6.3%		

9) I use Arabic at the end of the class to answer the students' questions.	Frequency	3	4	5	3	1	2.68	1.19
	Percent	18.8%	25.0%	31.3%	18.8%	6.3%		
3) I use Arabic when I give instructions during exams.	Frequency	4	3	3	6	0	2.68	1.25
	Percent	25.0%	18.8%	18.8%	37.5%	0%		
7) I use Arabic when I give feedback to the my students.	Frequency	4	2	8	1	1	2.56	1.15
	Percent	25.0%	12.5%	50.0%	6.3%	6.3%		

Appendix I

Students' Attitudes in Libya

Statements	Parameters	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Means	Std. Deviation
13) Using Arabic helps me to learn quickly	Frequency	12	6	41	33	138	4.19	1.46
	Percent	5.1%	2.6%	17.5%	14.1%	59.0%		
15) Using Arabic helps me to understand better	Frequency	9	13	40	39	132	4.14	1.15
	Percent	3.8%	5.6%	17.1%	16.7%	56.4%		
16) Using Arabic to check the meaning of new words in English is helpful.	Frequency	9	7	42	44	128	4.14	1.12
	Percent	3.8%	3.0%	17.9%	18.8%	54.7%		
14) using Arabic helps me to learn easily	Frequency	9	16	38	35	133	4.14	1.16
	Percent	3.8%	6.8%	16.2%	15.0%	56.8%		
10) I prefer English teachers to use Arabic in teaching new vocabulary.	Frequency	9	20	54	38	113	3.96	1.18
	Percent	3.8%	8.5%	32.1%	16.2%	48.3%		
9) I prefer English teachers to use Arabic when explaining grammar.	Frequency	14	18	59	51	92	3.80	1.20
	Percent	6.0%	7.7%	25.2%	21.8%	39.3%		
19) Using Arabic is less time consuming when explaining issues related to the English class..	Frequency	21	23	49	34	107	3.78	1.35
	Percent	9.0%	9.8%	20.9%	14.5%	45.7%		
12) I feel comfortable when the English teacher uses Arabic.	Frequency	18	27	45	39	100	3.75	1.31
	Percent	7.7%	11.5%	19.2%	16.7%	42.7%		
20) Speaking Arabic is indispensable in EFL	Frequency	22	28	41	47	96	3.71	1.35
	Percent	9.4%	12.0%	17.5%	20.1%	41.0%		
11) I feel	Frequency	32	16	50	39	97	3.65	1.42

comfortable when I use Arabic to ask questions.	Percent	13.7%	6.8%	21.4%	16.7%	41.5%		
21) New English teachers use Arabic more than the experienced ones.	Frequency	24	35	50	49	76	3.50	1.34
	Percent	10.3%	15.0%	21.4%	20.9%	32.5%		
17) Speaking Arabic in class should be allowed except the speaking course.	Frequency	34	30	43	53	74	3.44	1.41
	Percent	14.5%	12.8%	18.4%	22.6%	31.6%		
25) Using Arabic too much in class diminishes exposure to English.	Frequency	38	21	46	60	69	3.34	1.41
	Percent	16.2%	9.0%	19.7%	25.6%	29.5%		
22) I feel confident when my classmate and I use only English in class.	Frequency	57	36	36	31	68	3.09	1.56
	Percent	24.4%	15.4%	15.4%	13.2%	29.1%		
18) Using Arabic makes me less stressed	Frequency	66	28	36	37	67	3.04	1.60
	Percent	28.2%	12.0%	15.4%	15.8%	28.6%		
23) I prefer our English teachers to use only English in class	Frequency	65	43	42	38	35	2.76	1.43
	Percent	27.8%	18.4%	17.9%	16.2%	15.0%		
24) Using Arabic too much in class decreases my motivation to learn English	Frequency	76	36	43	60	48	2.73	1.53
	Percent	32.5%	15.4%	18.4%	25.6%	20.5%		

Appendix J

Teachers' Attitudes in Libya

Statements	Parameters	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Means	Std. Deviation
23) I prefer to use English most of the time.	Frequency	3	1	2	4	10	3.85	1.49
	Percent	15.0%	5.0%	10.0%	20.0%	50.0%		
16) Using Arabic makes students feel comfortable.	Frequency	3	2	3	5	7	3.55	1.46
	Percent	15.0%	10.0%	15.0%	25.0%	35.0%		
24) Using English all the time enhances the teaching process.	Frequency	2	3	4	5	6	3.50	1.35
	Percent	10.0%	15.0%	20.0%	25.0%	30.0%		
20) Students benefit more when I use only English in the class.	Frequency	2	2	6	4	6	3.50	1.31
	Percent	10.0%	10.0%	30.0%	20.0%	30.0%		
19) Students can express their opinions in Arabic better than in English.	Frequency	2	4	3	5	6	3.45	1.39
	Percent	10.0%	20.0%	15.0%	25.0%	30.0%		
28) Using Arabic depends on the proficiency level of the students.	Frequency	2	4	2	8	4	3.40	1.31
	Percent	10.0%	20.%	10.0%	40.0%	20.0%		
22) I prefer to converse in English only with my student	Frequency	3	1	4	10	2	3.35	1.22
	Percent	15.0%	5.0%	20.0%	50.0%	10.0%		
27) Using Arabic reduces the opportunity of using English.	Frequency	3	4	7	3	3	2.95	1.27
	Percent	13.0%	20.0%	35.0%	15.0%	15.0%		
25) using Arabic should be only allowed when I teach specific subject..	Frequency	3	2	10	3	2	2.95	1.14
	Percent	15.0%	10.0%	50.0%	15.0%	10.0%		
26) The use of Arabic in the English classroom depends on the years of experience.	Frequency	3	5	7	2	3	2.85	1.26
	Percent	15.0%	25.0%	35.0%	10.0%	15.0%		
18) Using Arabic makes the students understand better.	Frequency	5	3	9	2	1	2.55	1.14
	Percent	25.0%	15.0%	45.0%	10.0%	5.0%		
17) Using Arabic	Frequency	7	1	9	3	0	2.40	1.14

facilitates the teaching-learning process.	Percent	37.0%	5.0%	45.0%	15.0%	0%		
21) Students should be allowed to use Arabic in the English classroom.	Frequency	7	6	5	2	0	2.10	1.02
	Percent	35.0%	30.0%	25.0%	10.0%	0%		

Appendix K

Students' Attitudes in Turkey

Statements	Parameters	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Means	Std. Deviation
16) Using Arabic to check the meaning of new words in English is helpful.	Frequency	6	18	19	23	40	3.68	1.28
	Percent	5.7%	17.0%	17.9%	21.7%	37.7%		
19) Using Arabic is less time consuming when explaining issues related to the English class.	Frequency	10	9	34	20	33	3.53	1.27
	Percent	9.4%	8.5%	32.1%	18.9%	31.1%		
15) using Arabic helps me to understand better	Frequency	12	12	25	21	36	3.53	1.36
	Percent	11.3%	11.3%	23.6%	19.8%	34.0%		
13) using Arabic helps me to learn quickly	Frequency	17	10	24	15	40	3.48	1.47
	Percent	16.0%	9.4%	22.6%	14.2%	37.7%		
10) I prefer English teachers to use Arabic in teaching new vocabulary.	Frequency	15	11	22	30	28	3.42	1.35
	Percent	14.2%	10.4%	20.8%	28.3%	26.5%		
14) using Arabic helps me to learn easily	Frequency	16	12	26	16	36	3.41	1.44
	Percent	15.1%	11.3%	24.5%	15.1%	34.0%		
25) Using Arabic too much in class diminishes exposure to English.	Frequency	17	11	22	28	28	3.36	1.39
	Percent	16.0%	10.4%	20.8%	26.4%	26.4%		
21) New English teachers use Arabic more than the experienced ones.	Frequency	14	17	21	28	26	3.33	1.35
	Percent	13.2%	16.0%	19.8%	26.4%	24.5%		
20) Speaking Arabic is indispensable in English classes.	Frequency	14	17	31	19	25	3.22	1.33
	Percent	13.2%	16.0%	29.2%	17.9%	23.6%		
9) I prefer English teachers to use Arabic when explaining grammar.	Frequency	17	13	32	18	26	3.21	1.37
	Percent	16.0%	12.3%	30.2%	17.0%	24.5%		
17) Speaking Arabic	Frequency	22	16	23	14	31	3.15	1.51

in class should be allowed except the speaking course.	Percent	20.8%	15.1%	21.7%	13.2%	29.2%		
22) I feel confident when my classmate and I use only English in class.	Frequency	27	15	17	16	31	3.08	1.58
	Percent	25.5%	14.2%	16.0%	15.1%	29.2%		
12) I feel comfortable when the English teacher uses Arabic.	Frequency	18	19	29	21	19	3.03	1.33
	Percent	17.0%	17.9%	27.4%	19.8%	17.9%		
18) I feel less stressed when I use Arabic in class.	Frequency	30	15	16	15	30	3.00	1.60
	Percent	28.3%	14.2%	15.1%	14.2%	28.3%		
11) I feel comfortable when I use Arabic to ask questions.	Frequency	24	18	22	20	22	2.98	1.45
	Percent	22.6%	17.0%	20.8%	19.8%	20.8%		
23) I prefer our English teachers to use only English in class	Frequency	27	18	27	17	17	2.80	1.40
	Percent	25.5%	17.0%	25.5%	16.0%	16.0%		
24) Using Arabic too much in class decreases my motivation to learns English	Frequency	34	16	17	19	20	2.76	1.52
	Percent	32.1%	15.1%	16.0%	17.9%	18.9%		

Appendix L

Teachers' Attitudes in Turkey

Statements	Parameters	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Means	Std. Deviation
27) Using Arabic reduces the opportunity of using English.	Frequency	0	2	2	5	7	4.06	1.06
	Percent	0%	12.5%	12.5%	31.3%	43.8%		
24) Using English all the time enhances the teaching process.	Frequency	1	0	3	5	7	4.06	1.12
	Percent	6.3%	0%	18.8%	31.3%	43.8%		
23) I prefer to use English most of the time.	Frequency	2	0	1	5	8	4.06	1.34
	Percent	12.5%	0%	6.3%	31.3%	50.0%		
19) Students can express their opinions in Arabic better than in English.	Frequency	1	1	2	4	8	4.06	1.23
	Percent	6.3%	6.3%	12.5%	25.0%	50.0%		
28) Using Arabic depends on the proficiency level of the students.	Frequency	2	0	1	6	7	4.00	1.31
	Percent	12.5%	0%	6.3%	37.5%	43.8%		
16) Using Arabic makes students feel comfortable.	Frequency	1	1	6	4	4	3.56	1.15
	Percent	6.3%	6.3%	37.5%	25.0%	25.0%		
22) I prefer to converse in English only with my student	Frequency	1	2	4	5	4	3.65	1.20
	Percent	6.3%	12.5%	25.0%	31.3%	25.0%		
20) Students benefit more when I use only English in the class.	Frequency	2	1	4	5	4	3.50	1.31
	Percent	12.5%	6.3%	25.0%	31.3%	25.0%		
18) Using Arabic makes the students understand better.	Frequency	1	2	4	6	3	3.50	1.15
	Percent	6.3%	12.5%	25.0%	37.5%	18.8%		
25)Using Arabic should be only allowed when I teach specific subject.	Frequency	2	2	6	2	4	3.25	1.34
	Percent	12.5%	12.5%	37.5%	12.5%	25.0%		
26) The use of	Frequency	2	4	4	1	5	3.18	1.47

Arabic in the English classroom depends on the years of experience.	Percent	12.5%	25.0%	25.0%	6.3%	25.0%		
17) Using Arabic facilitates the teaching-learning process.	Frequency	2	3	9	2	0	2.68	0.87
	Percent	12.5%	18.8%	56.3%	12.5%	0%		
21) Students should be allowed to use Arabic in the classroom.	Frequency	3	7	4	0	2	2.43	1.20
	Percent	18.8%	43.8%	25.0%	0%	12.5%		