

The Use of The First Language in Major ELT Methodologies

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Abstract

One of the hotly debated issues in the field of teaching English as a second or foreign language today in the Arab world is whether Arabic has a role in teaching English , the use of Arabic is anathema to other teachers of English.

The aim of this paper is to seek a middle ground solution to this perennial issue in English language teaching .It begins with a review of the role of the first language or mother tongue in major English language teaching methods. It then moves to reasons for using the first language . It is a guide in developing and selecting the techniques and strategies and language teaching and it is established on the basis of the selected approach. The term (technique) refers to such activities and instructional practice which the teacher actually adopts in a specific classroom ; in order to achieve better results of his instruction. Finally the paper presents the views of Arab teachers of English on the use of Arabic in English language teaching.

الخلاصة

يناقش هذا البحث مجال تدريس اللغة الانكليزية كلغة ثانية او كلغة اجنبية في العالم العربي وفي ما اذا كانت اللغة العربية لها دور في تدريس اللغة الانكليزية، واستخدام اللغة العربية كقاعدة في تدريس اللغة الثانية وان الهدف لهذا البحث لإيجاد حل وسط لهذه القضية الثانية الدائمة في تدريسها من قبل مدرسين اللغة الانكليزية ومدى تأثير اللغة إلام على اللغة الدخيلة.

Reasons for Using the element of Translation in Teaching a foreign language

- 1- The lack for a competent, fluent teacher.
- 2- The limited time given to English in the curriculum.
- 3- The absence of the sub cultural features of the foreign language.
- 4- Learning a foreign language is only a part of a long curriculum in Libyan Schools.
- 5- The lack for training courses for local teachers.
- 6- The partial interest in learning English among students is absent.
- 7- Treating the foreign language learning as a subject in the syllable.
- 8- The students concern is low to pass the exams ,not to master the language.
- 9- Teachers tend to teach students how to cross the syllabic not to Learn the language.
- 10- Less concentration on foreign language skills.
- 11- The affect of the evaluation system on a quiring the EL.

For these reasons and others which aren't mentioned the teacher's in schools translate and transfer the meanings through equivalents from the SL into the target language whether we accept this or not. In this concern we find ourselves face to face with the real situation.

To face his fact we find ourselves obliged to look for an appropriate approach to tackle this problem through this humble survey and suggestions.

What is Language ?

- 1- Language is a systematic means of communicating ideas or feelings by the use of conventionalized sings , sounds , gestures, or marks having understood meanings.
(Webster's third New International Dictionary of the English language 1961:1270)

2- Language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system or the culture, to communicate or to interact. (Finocchiaro 1964).

3-Language is a system of communication by sound ,operating through the organ of speech and hearing , among members of a given community and using vocal symbols possessing arbitrary conventional meaning. (Pei 1966).

4-Language is a system or arbitrary vocal symbols used for human communication . (Ward haugh 1972)

5- The word ' language ¹ is used to signify many aspects of human and animal communication (' the language of the bees ¹ , ¹ body language' and so on). one of the distinctive features of linguistics is its forces on verbal communication.

(Nuwara Imssalem & Ahmed Abunnowara 2000).

The Grammar — translation Approach

" The Grammar - translation method is the oldest language teaching method . It is still used , though not extensively , till today.

As the name implies, this method relies heavily on translating to the learner's first language and the memorization of grammatical rules . translation of sentences and selected paragraphs is an essential part of the Grammar-Translation method . translation is based up on the grammar rules which the learner had studied.

A typical procedure of the Grammar - Translation method is described by Lado.

In the Grammar - translation method , the book begins with the parts of speech ,declensions, Conjugation , rules, and exceptions. often each unit has a paragraph which will be translated into the native language. these paragraphs illustrate the grammar rules studied in the unit. the student is expected to apply the rules on his own . this involves a complicated mental manipulation of the conjugation and declension in the order memorized . down to the form that might fit the translation."

Critique:-

"The grammar translation method has limited objectives which its techniques usually achieve . this method demands that students have to be highly intellectual and interested in abstract reasoning . Such students then can easily understand the logic of the grammar as it is presented, they learn the rules and exceptions and memorize the paradigms and vocabulary lists.

The grammar translation method is not successful , with the less intellectual students who continue to make mistakes over and over again , Thus cumulating bad language habits which are going to be difficult to eradicate at a more advanced stage. These less capable students find language learning very boring and frustrating and eventually fail to continue . the method is not too demanding on the teachers, when they are tired they can always ask the class to do written exercises. The main disadvantage of this method beside those mentioned, is that little stress is laid on accurate pronunciation and intonation. Communication skills are neglected . little training is given in using the language actively to express ones own meaning even in writing.

In the process of teaching rules , students are often trained in artificial forms of language, some of these are rare ,other are old - fashioned ,but has little practical use in actual".

2-The Direct Method

"The Direct Method arose in the early twentieth century as a reaction against the Grammar - Translation Method .

This method emphasizes language learning by direct contact with the foreign language in meaningful situations . The central idea of the Direct Method is the

association of words and sentences with their meaning through demonstration. Dramatizing, painting.

The Direct Method with its use of language in meaningful situations dramas, pictures, tapes, posters associations .almost eliminated use of translation in language learning. In spite of this ban on translation , there was a limited use of translation especially with the development of the principles of the Direct Method . Mackey indicates that "As the principles of the Direct method spread , there was more and more compromise with them in order to meet the growing demands for measurable standards of accuracy, vocabulary exercises and systematic grammar drills were added and a more advanced level of translation was included".

3-The Audio –lingual Method

"As a result of the expansion in foreign language use and the growing contact between various peoples in the 1930 s, and the 1940 s, the Audio - lingual Method appeared as it is the new scientific oral Method that was developed to replace the Grammar- translation Method.

It had begun to gain favor in teaching English as a second / foreign language in the 1950.

4-The Communicative Approach

This Method was blamed for not developing the ability to carry on spontaneous. Conversations, a goal it had not originally recognized . Proponents of the Audio — lingual Method are unanimously the use of translation in the early stages of language learning Brooks argues that it is futile to try translate from one language into another until one knows a good deal about both.

He further says " translation meaning restating in code B. What has already been stated in code A. has no place in the early levels of language learning .The two language are neither tough nor spoken simultaneously and the process of matching one with another is in fact destructive as the control of both."

"The most popular language teaching approach today which is heavily advocated is the Communicate Approach . It has its roots in Chomsky's refutation of Skinner's verbal behavior .Chomsky emphasized the creative aspect of linguistic knowledge and viewed language learning as a process of acquiring conscious control of the phonological grammatical, and lexical patterns of language .The Communicative Approach began to spread in the 1970s, and the 1980s with the work of Savignon,Munby ,Widdowson , Brumflt, and Candlin to mention a few of the proponents of this approach .

The Communicative Approach emphasizes language learning through interaction , language use not usage , peer and group activities ,and learning both the grammatical forms and their functions . The is why this approach is called in Europe the functional -notional approach.

The Communicative Approach has lifted the ban on the use of the first language . It calls for a judicious use of the first language in second / foreign language learning . Hasting indicates that the first language is viewed as a tool which should be used wisely . The first language is also used to check the students ' understanding of the second /foreign language . He argues that the use of the first language is a natural thing . The student's mother tongue is the backbone to the target language ".

5-The Reading Method

"The instructional objective of the reading approach is to improve EFL reading ability and reading comprehension. The new reading material is introduced orally and with significant attention to the accuracy of L2 (the target language) pronunciation. It makes great use of techniques developed for native language reading instruction.

Reading vocabulary is strongly emphasized , controlled and grouped by frequency .It also stresses the limited and gradation of vocabulary for the foreign language learners. Moreover grammar is strictly limited .Comprehension of the reading text is achieved through translation and grammatical explanation . this method lays maximal emphasis on LI. Reading types ,intensive and extensive and rapid reading techniques scanning and skimming are frequently used and greatly stressed in and out the classroom".

5- The Cognitive Method

"The Cognitive Method pays great attention to conscious instruction /drills rather than to mechanical ones. Rules of grammar are taught through dialogues and are presented in a sequential basis . The deductive method is used for explaining the rules of grammar and LI is permitted for clarifying the meanings of vocabulary .It also attaches equal importance to the four language skills. Error is permissible and acceptable for teaching purpose . Writing is used to enhance oral performance of the target language .Affective variable and social interaction are regarded as important ingredients in this approach .Novelty and creativity in developing new sentences are significantly stressed . The language teacher is viewed as a cooperative facilitator

The Functions of language.

"The primary function of language is to convey factual information . In addition to this ,language can be used to maintain social interactions or to communicate feelings.

Nowadays the three functions of language are the transactional (factual) function, the social function and the literary function. The transactional function is the function which is used to communicate facts throughout society . the social function is the function used for social survival. that is to say , the language used for social Chit-Chat,the meaningless small talk of everyday life:- " *Hello*"; " *How nice to see you I* " / " *Isn't the weather terrible ?* "

This social pattern has been called ' Phatic communion', which is primarily advice to maintain social contact on a friendly level. Finally , the literary function is related to the highly specialized language used for imaginative creation some linguists use other terms for the same communicative purpose. For instance , interpersonal is used for social language (to maintain good social reactions), referential is used for transactional ,and imaginative (using language creatively in rhyming, composing poetry) is used for literary purposes".

Language Teaching Approach : View of Language and Learning.

" Structural or grammatical syllabuses embody the view derived from both theories view language as a system , and learning the language is learning the rules of the system . However, they differ as to how people learn these rules.

The general assumption of a grammatical or a structural syllabus is that learning a language involves learning the system. Once learners have acquired the grammatical system , They should be able to apply it in any other situation . In other words , communication skills are the product of mastery of the structures of the language learned one by one in linear fashion . Both situational and notional / functional syllabuses view language as a social phenomenon . The way they deal with this view; however, is different.

Adding to the view that language is for communication, situation, lists believe that language is used as recurring situations.

To sum up,the situation lists assume that language is used by people to do things in social situations.These situations can be predicated according to the learner's needs,and learning a language is using the language in real situations. The learner should acquire the skill of transferring the learned classroom situations into real life

situations. The situational syllabus aims to teach the language by taking the learner through the situations of the target language, as does the structural syllabus, in a linear fashion .

A notional / functional syllabus views language as communication, as means of exchanging information among members of a community .Learning a language is learning how to use it or how to communicate through it.

The notional - function syllabus is the product of the communicative shift in language teaching , which took place during the 70s . According to Wilkins.

The notional syllabus is in contrast to the other two because it takes the desired communicative capacity as the starting point.

In drawing up a notional syllabus , instead of asking how speaker of the language express themselves or when and where they use of the language, we ask what it is they communicate through language?

What is an Error ?

" As has been mentioned earlier , until 1960, errors made by second language learner were viewed as an incorrect version of the target language ,and contrastive analysis set out to predict these errors on the basis of interference from the mother tongue .As the account of habit -formation theory has proved to be in complete and inadequate , psychologists and language researchers have moved to a new theory of learning the new interest in error analysis coincides with this new interest in formulating an alter native to the behaviorist account of learning.

The Relationship Between Errors Made by Children Acquiring Their first Language, and Those Made by Second Language Learner.

It is believed that children do not learn their first through direct imitation of adults' language .A child learning a first language produces forms , which are considered by adults as 'incorrect*'. Children use a simpler system of the language ,which is often called 'telegraphic' because they leave out many functional or grammatical words such as prepositions, articles and inflectional markers it's system, which is similar to the one used by adults when they are sending telegrams, which contain only lexical words . similarly children's utterances lack many functional or grammatical words.

-I go see my Auntie Mary.(for: / went to see my Auntie Mary).

-No writing in hook. (for.' Don't write in the book) ",

Errors and Mother Tongue Interference.

"The errors made by children learning English as a second language arc ¹ developmental ' . Errors caused by mother tongue interference and they are similar to the kinds of errors made by young first language learners .The errors are not the result of transferring their first language habits.

1- Duly and Burt : conclude from these results that first and second language learning in children involves specifically the process of learning English as a second language, must involve the ' creative construction ' and testing of hypotheses about the target language.

2- Richards:carried out studies of English errors produced by speakers of Japanese, Chinese, French and west African languages. Richard describes these types of errors as:

The sort of mistakes which persist from week to week and which reoccur from one year to the next with any group of learners . They cannot be described as mere failures to memorize a segment of language ; or as occasional lapses in performance due to memory limitations, fatigue, and the like. In some learners they represent final grammatical competence ; In others, they may be indications of transitional competence.

3-New mark's proposal : about the influence of the mother tongue states that first language influences is not proactive inhibition , but is simply the result of the performer being called on to perform before he has learned the new behavior .

Krashen explains the nature of mother tongue interference as follows : The LI may ' substitute ¹ for the acquired L2 as an utterance initiator when the performer has to produce in the target language but has not acquired enough of the L2 to do this (Ibid).

4- Corder:has revised his view of the role of the mother tongue or what he calls ' transfer errors'. He now classifies these errors as performances phenomena where by the learner borrows from the LI to fill out gaps in the L2 knowledge while actually performing in his L2.

Corder agrees with New mark and Krashen that the transfer of errors appear when learners are rushed in to production before they have the necessary knowledge to do so. Corder states that:-

A learner when faced with the need to communicate will have recourse to whatever linguistic knowledge he has which will increase the likelihood of successful communication .if he lacks the requisite knowledge of L2 to achieve successful communication then he will have recourse to the LI or any other language he knows to make up this deficiency - beg , borrow ,or steal . And the greater the deficiency , typically at the beginning of a course , the greater the mount of borrowing

The study of Language in Social Context.

" There has been a rapid interest in the study of language in use .Michael Halliday built a format modal that shows how language and context are interlined in the production of meaning . Thus , an alternative approach to language recognize actual utterances and texts produced by real speakers and writers in specific context as legitimate objects of study.

The term communicative competence was coined by analogy with Chomsky's competence . communicative competence encompasses a speaker's needs in order to use language appropriately

The Presentation of New Material.

" In order to build up their mastery of the language the students must continually learn new patterns and vocabulary , and one of the teacher's tasks , that to convey the meaning of these items . The procedures used to do this must be

a- Economical: because understanding is only part of the learning process and the teacher must not devote a disproportionate a mount of time to this stage.

b- Effective: other wise the students will not understand what they are later required to practice.

Since the new items will normally be found ,in combination with previously learnt material , with in the framework of a 'text' (a dialogue or prose passage).The teacher's main concern should be to exploit the linguistic context thus provided to the best advantage at the same time, making the context of situation ".

- The selection and grading of language material:-

Since the amount of language which the students can be expected to absorb in any one lesson is limited , the number of new items incorporated in each text needs to be restricted .As a rule ,the dialogue or passage will be constructed to contextualize and focus attention on one or perhaps two structural items , together with a number of lexical items chosen for their appropriateness to the situation .(colloquial expressions and idioms may also appear as unguarded items in the text .The students are expected to learn these incidentally).

The Dialogue as an Instrument for Teaching the Spoken Language.

"Since the main concern in the early stages is normally to teach the spoken language , the type of text best suited to this purpose is unquestionably the dialogue . It presents the language directly in the contexts in which it is most commonly used , and permits the learners to practice it in the same way , thus establishing a firm link between language and situation .Both key structures and many features of the spoken language are easily accommodated with in its framework the dialogue also permits the students to participate actively in the lesson , which from the point of view of motivation, is extremely important.

The process passage (narrative ,descriptive).on the other hand , has non of these advantages, although it may be used to good effect from time to time for the sake of variety and to provide in reading).

- Criteria for evaluating (and constructing)dialogues .

Although the dialogue form has the advantages noted above , it will be less effective as teaching device unless it's well on constructed . The criteria below arc intended to guide the teacher in evaluating the dialogues to be found in text books . unsatisfactory dialogues may be modified or replaced with ones written by the teacher himself.

A -The language should be relevant .The key items in the dialogue on which practice centers should be those the students need for communication.

B-The language should be appropriate .The dialogue should incorporate those forms which are typical of the spoken language

C-The situations should be realistic and relevant .The situations used in the dialogue should portray real people be having in a real world since the learners are not likely to be convinced remote or abstract situations.

D-The structural items should be limited .The dialogue should concentrate on presenting one or at the most two main structures . These must be well exemplified in the dialogue , but should not be repeated too often either wise the language will begin to sound unnatural . (certain situations will of course allow an item to be repeated frequently without sounding unnatural).

E-The lexical items should be restricted . The dialogue is not a suitable vehicle for teaching a great mass of vocabulary.

F-The dialogue should not be too long .While it's not possible to lay down any rules clearly a dialogue that runs on too long is likely to be very unwieldy for teaching purposes.

G-The dialogue must be interesting .The students are more likely to absorb a dialogue that has in it some excitement or humor or suspense.

The Learning of Language.

" When some one learns a language, he is not properly speaking gaining a knowledge of his environment .Language is not knowledge , but a set of skills. The teaching of it .There for, must be different from the teaching of a 'content'¹ subject like science....

The skills of performance and those of description are different, and the most intensive descriptive study of a language does not necessarily lead to an ability to communicate in or understand that language . It may , in certain circumstances particularly with highly educated adult learners, help to do so, but it is not a necessary or intrinsic part of the learning a language. This is shown by the fact that all people without exception learn to communicate by means of their mother tongue with no, or, at the best ,very little teaching about their own language.

Most aspects of everyday behavior, including language, are learnt to a high degree of skill without any formal teaching, and learning a language is learning a set of skills.

There was one * Method ¹ of teaching languages which got the name " The Natural Method ". The theory underlying it was that if we could learn a second language in the way we learned our mother tongue, all our problems would be at an end . This notion recreating , in the case of a second language

The emotional environment and developmental conditions in which an infant learns its first language , we should be dealing with merely another first language , or second mother tongue , not a foreign or second language . Millions of people in the world do learn a second mother tongue in this way .

Bilinguals are common in many societies.

It is precisely because we can not reproduce the situation of mother tongue learning in all or even most of its aspects when teaching languages to older children or adults that we have a second language problem at all.

But when this has been said. It must not thereafter be assumed that we can not learn anything useful for second language teaching from a study of the way a child learns its mother tongue .

Reasons for Using Arabic in ELT.

For the rapid review of some major language teaching methods presented in the previous section , it was seen that the use of the first language or translation was discredited in the earlier methods . In recent years with the advent of the Communicative Approach there is a justification for the limited use of the first language . In this section, some reasons ,namely .motivation , psychological effects , and the influence of the first language or second language acquisition ,will be discussed

A-Motivation:

When a learner first steps into a language classroom ,he/she brings his /her motivation .whether integrative or instrumental ,or both .(Gardner and Lambert 1972).Once learning has started ,things are not so easy to differentiate . His /her first achievement may enhance his /her motivation which, in turn , will urge the learner to give more priority , time and effort to his/ her learning and to gain further achievement, thus forming an ideal circle.

On the other hand , a vicious circle is also equally possible . When learners , especially adults, being to attend a language class, they bring not only motivation , but also anxiety . L2 is something unfamiliar to them and they are not sure whether they will succeed or fail in commanding it. For beginners , the first few classes are crucial ,they should be a little challenging but, definitely, not threatening.

The crux here is how to stimulate and sustain the learners' motivation, to achieve this , the teacher should present what the learner " is read to learn what he is capable of learning ,not necessarily what he wants to learn Then the question is /are beginners capable of learning L2 through L2 only ? maybe some are ,but many are not. In the learning of English as a second language, an Arab learner in the U.S.A ,most of the learners , whether they are capable or not ,will go on learning because they have immediate use of L2 ,in this case in the U.S.A. In settings where English is a foreign language ,as is the case in all Arab countries ,things are quite different . Many of those who are not capable may gradually give up or simply drop out as they can live quite happily in their society without L2 .Besides ,it is very difficult to bridge the gap between their limited ability to communicate in L2 and the ideas they want to express if the class is conducted completely in L2 . In such a class it is likely that the teacher

and the student are doing baby talk all the time, which may prove to be quite demoting.

To sum up , motivation is both resultant and perhaps casual and in order to keep the learner's motivation in an ideal circle, proper use of LI in the classroom is useful, especially for beginners. As the learner's knowledge and capability of L2 increases , it is necessary to lessen the of LI to enhance his/her motivation.

B-Psychological Basis for the Use of LI in the L2 Classroom.

Motivation has a direct influence on the "psychological pressure" students are ready to bear in the learning process : are they willing to feel unable to express their ideas for months? What "psychological price " are they prepared to pay ? We know that for some any price , but others will cry out for help in their mother tongue.

There are psychological advantages of an adequate use of LI, just as much as the learner needs, on the right occasions, and for the right levels for both the teacher and the learner.

1. For teacher:

- a. He /she may find it more natural to give counseling in his /her mother tongue.
- b. If he/she is unable to explain or say something in English he/she will feel better if he/she does so in LI rather than ignore the problem.

2. For the learner:

- a. The use of LI provides relaxation form using L2 all the time.
- b. It soothes anxiety at moments of emotional tension such as first contact with English (beginners),express»n of problem encountered in the learning process (beginners, elementary, intermediate), asking for counseling (even advanced students if they wish to do so), examination (asking for clarification of tasks to be done (beginners mainly), and as a better alternative than remaining silent (the learner knows that at least he /she will get some feedback this way).

Age is another factor worth pointing out. Old ,slow students , especially those learning a second language for the first time , need extra psychological support and counseling and need to get it in their own language . We do not feel entitled to ignore this need or "tell them off "every time they speak Arabic in the classroom .

To sum up, maxims such as "only L2 should be used in the classroom " or, "LI should not be allowed in the classroom " are not ,in our view , psychologically healthy for the teacher or the learner. They are most unrealistic in the context of countries in which English is taught and used as a foreign language as is the case in all Arab countries where most of the teacher of English , whether they admit it or not ,use Arabic.

C-The Influence of LI on Second Language Acquisition.

Two concepts commonly held in the past have been seriously questioned. One is that difficulties in attaining L2 proficiency lie in the interference of LI. Research has proved this to be questionable as Dulay states:

The incidence of errors that are traceable to characteristics in the first language is relatively low -around 4% to 12% for children , and from 8%to 23% for adults."

Besides , transfer from LI which was viewed negatively in the past as automatic reflex of the learner has come to be viewed in a new light in recent second language acquisition research . Transfer is a complex process that is affected by several factors such as transferability and language distance . Transfer as such involves both the behavioral aspect and the cognitive aspect of the learner .The other conception which has been challenged is that what causes the greatest trouble are the differences between LI and L2.Recent research tends to point to such a conclusion that L1-L2

differences do not necessarily mean difficulty in second language acquisition. On the contrary, problems often come from the similarities between LI and L2.

Perhaps these two misconceptions stemmed from the hypotheses of what Corder in Ellis refers to as "restructuring continuum", which views the SLA process as "gradually replacing" features of his mother tongue as he acquires features of the target language.

An alternative to this is the "recreation continuum" which views SLA as slowly creating the rule system of L2 in a manner very similar to the child's acquisition of his first language. Our understanding is that the above quotations do not mean that LI has no influence on SLA at all, but that LI is no longer looked upon as the sole base and starting point of SLA. The knowledge a learner can utilize in learning L2 falls into four categories:

- 1- Properties shared by all languages, vowels and consonants tend to alternate in a syllable.
- 2- knowledge of L2.
- 3- knowledge of L2 which the learner has or is supposed to have.
- 4- non-linguistic knowledge, e.g. cultural and social knowledge.

When an error occurs, it might be due to the interference of LI, but it could also be because the feature of L2 is outside the language universals, or the learner has a misunderstanding of it, or he lacks necessary non-linguistic knowledge. Anyway, we should not put all the blame on LI. We cannot keep LI out of the door of the classroom. In a beginner's class, the teacher teaches in English, but the students learn, at least partly in Arabic. Now that we cannot avoid Arabic in the learner's learning process, why should we not bring it to the surface and make use of it? Of course, when a teacher used LI in the classroom, he/she must be very careful. Too much comparison may encourage the students to transplant the features of LI to L2. When to use LI and whether to use a word, a phrase, or a sentence depends on contents, students' level, the classroom context, and materials and facilities the teacher has at hand.

The Organize Language.

- 1- Teachers have to say many things simply to organize the lesson -starting or stopping an activity, getting students to do or not to do things. Much of this language consists of simple commands and instructions, which are repeated lesson after lesson; so if the teacher says them in English students will quickly learn what they mean.

Elicit from the teachers a range of simple classroom commands in English which could be used even with elementary students. If you like, build up a list on the board, e.g.

Stand up (please). Open/Close your books.

Sit down (please). Stop talking.

Look! Look at me. Come here, please.

- 2- Give each teacher a list with these organizing expressions to translate into their own language.

- a- Who would like to clean the blackboard?
- b- Could you close the window, please?
- c- Don't call out the answer. Wait till I ask you.
- d- Now, pay attention, everybody.
- e- Now practice the dialogue in pairs.
- f- Come and stand at the front.
- g- Read the text silently.
- h- When you have finished, raise your hand.

i-Now listen. I'm going to read the text to you .

j- Do exercise 6 for homework, please.

k-Open your books at page 54.

Working alone or in pairs ,ask teachers to write the equivalent English expressions in the Teacher's Workbook.

A Look at the list of expressions the trainer will give you .Write a simple English equivalent for each one".

Arabic as a Language of Instruction .

1-Correcting students.

1.1 Why do teacher correct students ?

We correct students for 3 principal reasons :

*At the accuracy stage ,to show other students which is the correct model.

*To try to remove persistent errors.

*Where communication is at risk.

1.2 Who corrects the student ?

Most trainers suggest the following order:

1-The students corrects himself /herself.

2- Another student corrects the first one.

3-The teacher corrects the student.

1.3 What kind of mistakes do we correct ?

We can correct mistake in :

* Pronunciation (sound ,word stress, intonation).

‘Grammar (tenses, prepositions, word order) .

‘Vocabulary.

1.4 When do we correct students?

In accuracy work-immediately the mistake is made.

In pair work - at the end of the speaking exchange.

In fluency work-at the of the activity.

1.5 How do we correct students ?

Many trainers suggest the following steps:

1- Indicating that a mistake has been made and what kind of mistake.

2- Indicating where the mistake was (in the third word).

3- If the student or peers can't correct ,by giving the model.

Teachers' Views on Using Arabic in ELT.

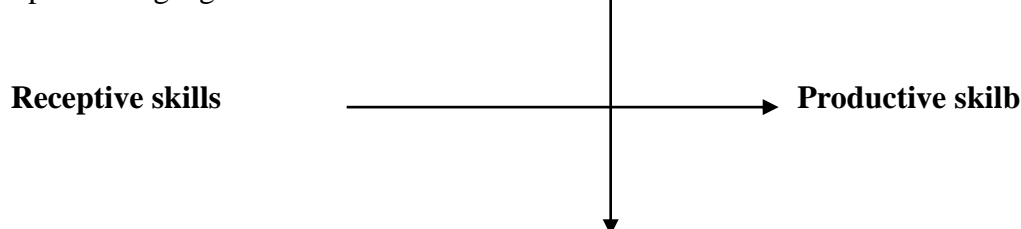
" This final section presents the views of teachers of English concerning the use of Arabic in English language teaching . Tushych carried out an extensive field study ,the first of its kind ,on the English language teaching situation in the West Bank . He developed and distributed two questionnaires that dealt in detail with the various aspects of the English teaching situation in the West Bank. The first questionnaire was the School Teachers¹ Questionnaire.Two-hundred and thirty-one English language teachers from Government school , private school ,and UNRWA schools responded to this questionnaire.The second questionnaire was the University Faculty Questionnaire.Thirty - nine English language instructors from all six West Bank universities responded to this questionnaire.One item in both questionnaires dealt specifically with the use of Arabic in English language teaching at schools and universities in the West Bank.

Although the school teachers of English encouraged their students to use English in class ,the majority of them indicated that they use Arabic in teaching English . As for university instructors of English the results indicated that 2.5% of the instructors always use Arabic in ELT, 64% use Arabic sometimes, 5% rarely use it,

and 25.5% never use Arabic in ELT Arabic is not generally used in teaching English at the university level in the West Bank. Only 12.8% of the respondents use Arabic then only for contrastive purposes. This is in general in agreement with the tenets of the communicative approach which permits the use of the native language in a limited way in order to avoid unnecessary verbiage and unclear circumlocution " .

Four Language Skills

Spoken language



Written language

The above diagram illustrates how the four skills are related - spoken to written ; receptive to productive .That is to say listening is the receptive skill of speaking while reading is the receptive skill of writing.

However the most active skills are the productive ones (speaking and writing) as they involve a great deal of work.

The four skills are fundamental parts of foreign language learning .this means no one skill can be neglected or given more weight than another in terms of teaching and practice.If one skill is highlighted more than another,then this will cause a complete linguistic competence of the learner. In brief , the four skills should be given equal importance.

We use the mother tongue in this stage as an instruction language

We ought to clarify the difficulties' facing the student to understand the function of the skills in learning the language.

1- Speaking Skill : It is the most complex one of all skills and is based on the ability to produce correct language.This requires a great deal of thinking of what to be said while saying what has been thought.

This skill is based on the free expression of personal meaning in which the learners must find their own words.

2- Listening Skill:It is a receptive skill and not a passive one.In fact the listener works very hard mentally on all of the following four aspects :-

- 1- Understanding (speaker's pronunciation).
- 2- Understanding (speaker's vocabulary).
- 3- Understanding (speaker's grammar).
- 4- Understanding (speaker's general and specific meaning).

The listener carries out these activities simultaneously.This process is called 'decoding' which means recognizing and identifying the language elements by putting them together in order to understand the speaker's gist of the message.

Evaluation of Listening and Speaking

During the process of listening in real communication we do not necessarily make outward responses to indicate that we have decoded the message .Accordingly the learners should be provoked by their teacher through several questions requiring Yes - No answers.This technique is also sufficient if we demand more complex answers from the learner.

The teacher should bear in mind that the learner's weakness especially in the productive skills might give false impressions that they have not understood the meaning .In this case the teacher should remember that two skills were involved.

Similar and Differences Between Listening and Speaking

Listening	Speaking
Receptive	productive
Aural	oral
Ideas	expressions
Elements of gist	gist
Intelligibility	accuracy
Decoding	encoding
Accuracy	fluency
Active	active
Mistakes uncontrolled	Mistakes controlled

In monitoring these activities teachers find themselves obliged to give a specific and accurate instructions in Mother-tongue to gain time and to avoid misunderstanding and to clarify the second language system such as the syllabic, toot and tone of the foreign.

3-Reading skill:Reading is an individual activity through which a reader deduces the intended meaning or the writer's message from a written text. The reading skill can be viewed as a cognitive process where by the transfer of meaning from one mind to another takes place.

When we read we obtain meaning from printed or written words (graphic symbols).Th»s consists of three levels .

- 1- Lexical individual words or expressions.
- 2- Lexica -Grammatical :-The meaning of lexical items are shown by the grammatical words in the text.
- 3- Socio –Cultural The interpretation and the evaluation given or attached to certain words by people of the target language.

Reading Training Stages

- 1- Students read aloud short dialogues already learnt orally.
- 2- Students presented in new language and patterns.

4-Writing Skill:Writing reinforces the learning process of lexical items and grammatical patterns. It is taught for the following objectives :

- 1- It allows new items to be practiced in another medium providing variety.
- 2- It enhances the previously taught items in the students memory.
- 3- Through their writing they can see the result of their performance where as in the speaking skill they cannot.
- 4- It allows objective assessment .(testing).
- 5- For professional purpose after school.
- 6- It gives students evidence of their progress.
- 7- It allows them to sec where their learning is deficient.
- 8- It allows out of class activities. (written homework).
- 9- Some students are reluctant to speak and feel move secure in their written medium.

Conclusion

The use of the teacher's native language or LI has been a hotly debated issue in the literature of second / foreign language teaching . The context of language learning should be viewed holistically . In the Arab world ,it is almost impossible to banish the learner's first language ,Arabic , when teaching English as a foreign language . Psychological and motivational factors allow for a judicious use of LI in L2 teaching. Since the learner is the center of the learning process, language teaching practitioners

should heed what the learner needs .Our long experience in teaching English in the Arab world indicates that Arab learners ask for help by a recourse to Arabic . With the advent of the communicative approach in language teaching which gives allowance for the use of LI in certain situations and contexts, we believe that the taboo against the use of LI in L2 and the rigid dogma of certain language teaching methods should be eased .

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