



## استخدام اللغة العربية من قبل معلمي اللغة الإنجليزية العامة في ليبيا: المستويات الابتدائية والمتوسطة

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Doi: <https://doi.org/10.54172/9bkft419>

**المستخلص:** قامت هذه الدراسة لفهم عقليات طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام اللغة الأم أثناء تعلم اللغة الإنجليزية في ليبيا، تم الاتصال بخمسة وأربعين طالباً في المستوى الأول وخمسة وثلاثين طالباً في المستوى ما قبل المتوسط في مركزين للغة الإنجليزية حول مدينة البيضاء، ليبيا، وذلك لإجراء مسح مكون من اثني عشر عنصراً تم تعديله من قبل متخصصين. كشفت النتيجة في النهاية إلى أن معظم الطلاب في كلا المستويين لديهم إجابات إيجابية تجاه استخدام بعض الكلمات في اللغة العربية من قبل المعلم، كطريقة مفيدة لإعطاء مزيد من الإيضاح حول نقاط التركيز اللغوية وبعض المصطلحات.

**الكلمات المفتاحية:** اكتساب اللغة الثانية، سياق تعليم وتعلم اللغة الإنجليزية كلغة أجنبية، مواقف المتعلمين تجاه اللغة الأولى.

## The Use of Arabic Language by Teachers in General English Classes in Libya: Elementary and Intermediate Learners

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**Abstract:** This study was led to make sense of the mentalities of Arabic Libyan EFL students towards the use of mother tongue in their English classes. Forty-five elementary level students and thirty-five pre-intermediate level students at two English circles around Albayda City, Libya, were approached to round out a twelve-items survey adjusted from specialized. The outcome uncovered that the understudies of both English levels have positive answers towards their L1 utilizing in L2 classes as a beneficial method to give further clarification on troublesome syntax focuses and the befuddled jargon's implications.

**Keyword:** L2 acquisition, EFL teaching and learning context, learners' attitudes towards L1.

## **Introduction**

English has been considered as one of the most famous language by various individuals in different nations in all over the words, to move data, and communicate people together. In this way, considering English has become increasingly well known, and a popular inclination in schools as well as English in Libya. In any case, the issue of utilizing L1 in instructing L2 classes has been a ceaseless and factious issue among instructors, students and language specialists all through the world from the past up to this point, and Libya has not been an exemption. Over the most recent couple of decades, most Libyan English instructors have utilized a Grammar Translation Method as a feature of their English educating forms. Be that as it may, this technique has been viewed as an insufficient one as the Communicative Language Teaching (CLT) approach has continuously been received from Western nations and become increasingly famous since the 1990's. All inclusive, a considerable group of phonetic specialists have contended that CLT emphatically centres around the production of an examining situation in which students can cooperate with English however much as could be expected, with the total end of L1 in L2 classes.

This examination is a reaction to Haifa Al-Nofaie (2014) and Nguyen (2020) that there is an interest to study the mentalities of students toward L1 use in various EFL instructing and learning settings so as to discover a response to the inquiry "ought to L1 be utilized in EFL classes in the Libyan English-learning setting?" This answer can recognize whether students anticipate that their English instructors should utilize Arabic during their educating and learning forms, just as make sense of what number of percent of Libyan students thinks it causes them to obtain English better.

The outcome of this investigation can assist instructors with understanding their students' perspectives on their educators' Libyan use in GEC's (General English Classes). Through those discoveries, instructors can assess and change their showing strategies just as their Libyan use in fundamental and suitable settings without anyone else to upgrade their understudies' English-learning process.

## **2. LITERATURE REVIEW**

### **2.1 Related Literature Review**

In this on-going discussion, there are numerous announcements of end from prominent language specialists around the globe contending for the ineffectualness of L1 use in L2 classes. Ellis (1994) said that utilizing an excess of L1 in learning L2 classes may make negative impacts on the understudies' objective language ommunication fitness. What's more, Selinker and Gass (2008) contended that if the L1 of students has an excessive number of contrasts contrasted with the L2, the L2

procurement will experience the ill effects of the L1 because of the negative exchange of students from L1 to L2. The two creators referenced above have been normal of the articulations for the viewpoint, "L1 ought not be utilized in L2 classes". For the contradicting contention, etymologists Cook (2001), Brown (2000), and Schweers (1999) have distributed works supporting the utilization of L1 in L2 classes. Cook (2001) expressed that students ought to have a proper language-learning condition, and the utilization of primary language in classes didn't have any negative effects on track language learning. Further, Brown (2000) exhibited that L1 can be an encouraging variable helping students to grow their absence of L2 information, not only a meddling component, and Schweers (1999) proposed that educators should fuse L1 into L2 exercises so as to give students a suspicion that all is well and good, to approve their insight, and to permit them to communicate.

## **2.2 Other Studies**

Schweers (1999) led research distinguishing the ideal degree of L1 (Spanish) use for understudies and their instructors in L2 (English) EFL classes at the University Of Puerto Rico Spain. So as to investigate the recurrence of and suitable circumstances when Spanish ought to be utilized, Schweers asked his members in three classes to finish a poll to get data on their mentalities towards the utilization of Spanish in their English classes toward the start, centre, and end of the primary semester of 1997-1998. The exploration inferred that 88.7 percent of understudies and 100 percent of instructors figured Spanish ought to be utilized in English classes. The two understudies and educators communicated their high gratefulness on utilizing Spanish to show new, troublesome jargon, and sentence structure focuses. Moreover, up to 67 percent of understudies expressed that utilizing Spanish in classes helped them to feel increasingly good and comprehend the exercises better. For Schweer, he emphatically accepted that L1 could profit L2 learning process adequately, in view of the suitable joining of L1 and L2 in classes by instructors.

Additionally, Tang (2002) completed a comparative report that concentrated on finding the perspectives of understudies and educators toward utilizing Chinese in English homerooms in China. Tang utilized polls, class perception and meetings to distinguish the recurrence of and circumstances in which Chinese ought to be utilized in classes. Tang found that 70 percent of understudies and instructors valued the utilization of Chinese in English classes. For instructors, it was a viable apparatus to spare time in classes while, for understudies, utilization of their first language helped them to gain syntax things better. Moreover, the vast majority of the members in.

This examination means to investigate the perspectives of rudimentary and middle of the road students towards the utilization of Libyan by instructor's when all is

said in done English classes. In particular, this examination is led for finding whether students anticipate that their English instructors should utilize Libyan during their educating and learning process. Besides, this examination likewise tries to decide what number of percent of Libyan think it causes them to secure English better.

### **2.3 Framework of the Study**

The examination was led at the English Centres of Omar Al-Mukhtar University in Albayda-Libya. Besides, These English places have numerous sorts of English courses, particularly General English Courses for both rudimentary and middle students that totally meets the idea of the exploration and makes great conditions for the analyst to gather information during the usage stage.

### **2.4 Applicants and Selection Procedure**

So as to guarantee the whole populace qualities reflect and think about the various perspectives of the two degrees of students, 45 rudimentary understudies (guys: 26 and females: 19) and 34 pre-middle of the road ones (guys: 16 and females: 18) from the English focal point of Omar Al-Mukhtar University in Albayda-Libya. Were advantageously picked and requested to finish the deliberately arranged polls so as to assist the analyst with collecting information for examination. Members in this exploration were the two guys and females originating from various learning English foundations.

### **2.5 Research Instrument**

The 12-thing survey utilized in this quantitative exploration was received and adjusted from the poll of Shadi Afzal (2013), Blair E. Bateman (2008), and Prodromou (2002), who directed relating considers targeting finding the perspectives of understudies towards the utilization of L1 in EFL class. The survey included two segments - segment An and segment B. Segment A had 6 things, with three close-finished inquiries to all the more likely comprehend the members' learning foundations. Segment B contained 6 things, with three close-finished inquiries and three linker questions, so as to all the more profoundly find students' perspectives about their educators' Libyan use in English-learning classes. This poll was overhauled cautiously to be progressively fit to the general instructing and English learning setting of Libya.

### **2.6 Data Collection Procedure**

The information was gathered on January 4, 2020 and January 23, 2020, and all the members were drawn closer in their standard classes in both the English habitats referenced previously. So as to gather data about the mentalities of students in both rudimentary and pre-middle of the road levels towards Libyan use by their educators in GECs, a short clarification was given with clear guidelines, before the surveys were conveyed and students requested to finish their answers inside ten minutes. All the members were asked to carefully follow the general prerequisites and the entire gathered information or data was utilized uniquely for directing the examination.

To make great conditions for the better assortment of data for English students at rudimentary and pre-middle of the road levels, the survey was made an interpretation of from English into Arabic to help them effectively comprehend the importance of inquiries and answers, so as to limit the misconception of them in English. What's more, any false impressions identifying with the scholastic expressions or the substance of the survey were clarified straightforwardly by the scientist in the classes.

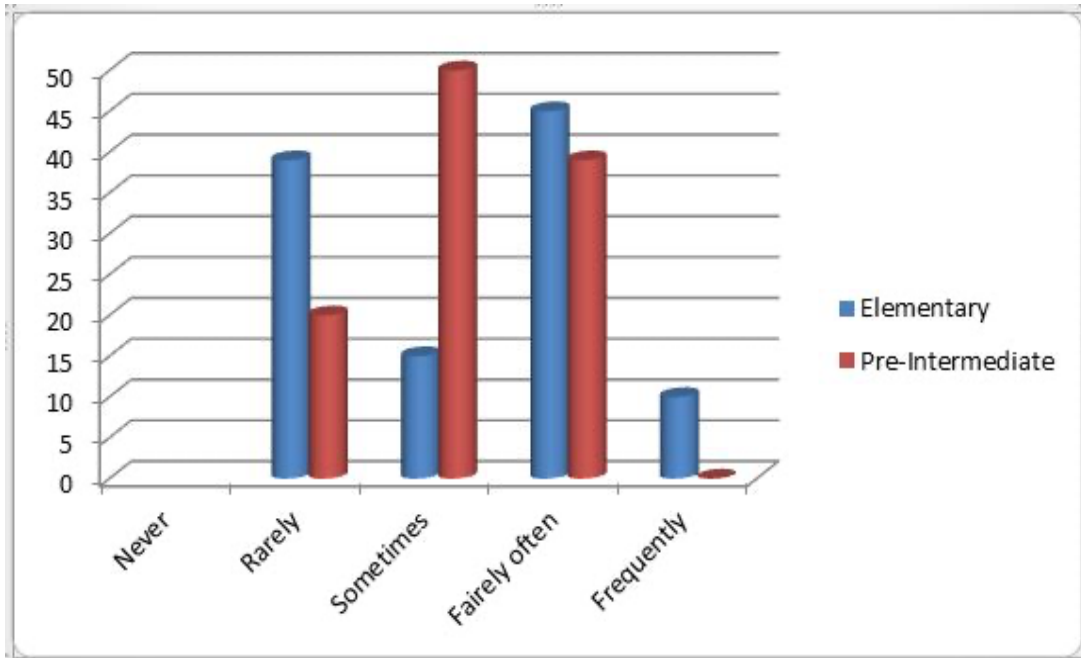
## **2.7 Data Analysis Process**

All the gathered information were checked cautiously and moved into rates so as to assist the specialist with comparing and uncover the last discoveries.

## **3. FINDINGS AND DISCUSSION**

The scientist conveyed 79 polls to 79 rudimentary and pre-transitional students in 7 classes at of Omar Al-Mukhtar University in Albayda-Libya.

As appeared in Figure 1, the consequences of this investigation showed that, in the basic classes, 44.44 percent of basic students said that their instructors off and on again utilized Arabic in GECs, while 28.89 percent and 15.56 percent of rudimentary students expressed that their ducatorsseldom or here and there utilized the first language in

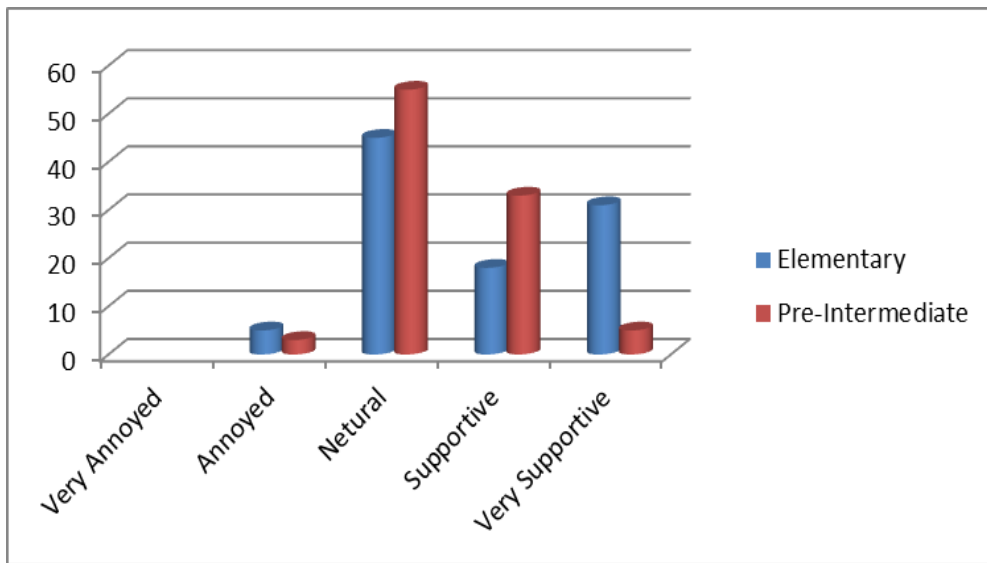


**Figure1.Current frequency of Libyan used by teachers in GECs**

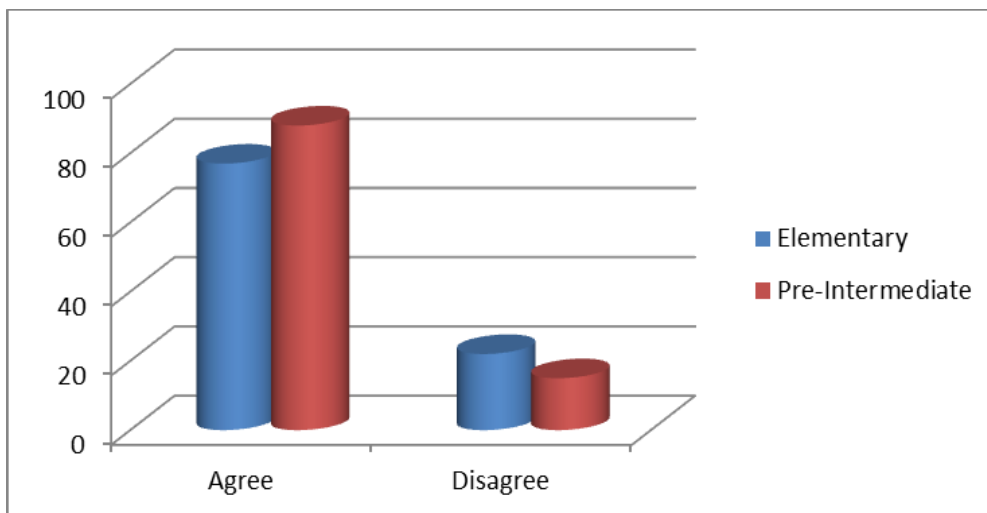
classes. Some of them imagined that their educators utilized Arabic every now and again in classes, with 11.11 percent, and none of them decided in favour of the "never" choice. In any case, in the pre-transitional classes, they had indistinguishable assessments about the inquiry from referenced above - explicitly, educators in some cases or once in a while utilized first language in Quite a while, involving 50 percent and 20.59 percent separately. The rest of, percent, expressed that Arabic was off and on again utilized in their English-learning classes by their educators.

It appeared that English instructors would in general utilize Arabic in English classes so as to assist basic students with becoming familiar with English, just as to obtain it better at the principal phase of learning an unknown dialect. In any case, English educators tended to diminish their first language, making time for additional open doors for pre-moderate and middle of the road students to work on tuning in and talking abilities in English classes.

As appeared in Figure 2, 44.44 percent and 33.33 percent of rudimentary students said that it was typical or extremely strong when their educators utilize Arabic in English classes. Most pre-moderate students expressed that utilizing primary language in training English classes was either nonpartisan or very strong for them, with 55.88 percent and 35.29 percent individually. In especially, as appeared in Figure 3, both basic and pre-middle of the road students emphatically concurred that Arabic ought to be utilized in their GECs by their instructors, with a very high understanding level of 77.78 percent for rudimentary level, and 88.23 percent for pre-halfway level.



**Figure2.Learners' attitudes towards their teachers' Arabic in GECs**



**Figure3.Learners' attitudes towards whether Arabic is used by English teachers in GECs**

Moreover, the exploration found that 64.42 percent and 68.81 percent of rudimentary and pre-halfway students individually differ that utilizing primary language in instructing English classes burns through an excessive amount of time in classes, or makes less an ideal opportunity for L2 practice, or diminishes students' learning inspiration, or might be inauthentic, or make fatigue during their English-learning forms.

Interestingly with that, 77.49 percent of basic and 71.68 percent of pre-transitional students completely concurred that Arabic ought to be utilized fittingly by the instructors in some showing English circumstances, for example, clarifying new words, troublesome linguistic things and effectively misconstrued ideas, for giving directions for exercises, giving input for errands in classes, fixing student's errors, explaining discipline issues, checking students' cognizance, responding to students' inquiries identifying with the exercises, and for recognizing the contrasts among Libyan and English culture and language styles to assist students with understanding and secure English better.

Shockingly, both elementary and pre-intermediate students emphatically concurred that utilizing L1 in L2 classes certainly helped them to see new words, punctuation things and troublesome ideas better, to comprehend the significance of the perusing content better, to have fundamental attention to the contrasts between the two societies and two language styles, and particularly, helped students to feel progressively loose and happy with during their learning procedure.

At long last, there were such huge numbers of various assessments concerning the issue "What level of Arabic utilize most causes students to gain English better in classes?" The number changed extraordinarily for the alternatives given. 38.23 percent and 23.52 percent of pre-halfway students separately imagined that Arabic ought to be utilized about half or 70% over the all out class time, while 31.11 percent of rudimentary students concurred L1 ought to be constrained to under half of all out class time. A further 15.56 percent of basic students thought 70% about the all out time in the English-learning classes was ideal.

#### **4. CONCLUSIONS AND RECOMMENDATIONS**

The specialist emphatically accepts that L1 keeps on assuming a totally significant job in showing unknown dialect, particularly for students at basic and pre-middle of the road levels in EFL educating and learning settings, when their language obtaining fitness is still too low to even consider understanding totally all the info given by the instructors in classes with no help from their primary language. Many noted etymologists have contended for utilizing native language in training unknown dialect classes and, particularly in Libyan educating and English-learning settings, the utilization of Arabic in English classes ought to rely upon students' pragmatic requests, their genuine English levels and their English procurement skill.

Despite the commitments of this current exploration's discoveries to the second language obtaining issue in Libyan EFL settings, there were a few disadvantages which the analyst couldn't control. A portion of the feeble purposes of this investigation were that the example size was little, the members were not picked haphazardly, and the quantitative exploration couldn't gather further discoveries or knowledge into the issue. Thusly the consequences of this examination couldn't sum up for all basic and preintermediate students, nor mirror all their individual points of view on their instructors' Arabic use in English classes in every English community in Albayda City. Besides, because of too little an inspecting size, this examination likewise couldn't guarantee the legitimacy and the unwavering quality of this exploration through convincing measurable proof.

It is suggested that further exploration ought to be executed for bigger scopes to find more mentalities of students with various English levels as well as educators in various English habitats, schools and colleges in Libya, so as to assist Libyan instructors with having increasingly lofty discoveries about students' perspectives towards the utilization of Arabic in EFL homerooms.

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