

Appendices:

Appendix (A): Teachers' Attitudes Questionnaire .

No	Item	Strongly agree	Agree	Undecided	Don't agree	Strongly dot agree
1	I don't prefer using Arabic while teaching reading .					
2	I prefer to use Arabic to clarify ideas in the reading text which are not understood by the students .					
3	I prefer to use Arabic as a helping instrument for students who are below the level of the class .					
4	I prefer using Arabic in translating the title of the reading passage .					
5	I feel it is better to translate the whole passage into Arabic					
6	I prefer using Arabic in correcting students' written work					
7	I use notes in Arabic as comments on students' writings					
8	I prefer using Arabic in explaining the topic that the students are going to write about .					
9	I prefer to train my students to take notes in Arabic about the subject that they will write about .					
10	I write notes in Arabic on the blackboard while teaching writing .					
11	I prefer talking Arabic with my students inside the class					
12	I prefer to use instructions in Arabic to correct students' mistakes in pronunciation .					
13	I prefer talking Arabic with my students outside the class					
14	I don't prefer to have my students talk in Arabic inside an English class					
15	I see it's better for students to talk with me in English inside the class .					
16	I use Arabic instructions when turning on the cassette in the listening activity .					
17	I prefer to translate to my students what they listen into Arabic .					
18	I believe that it is better for my students to watch stories translated into Arabic .					
19	I prefer to make my students listen to the cassette in English and take short notes in Arabic .					
20	I prefer to translate the content of the listening lesson into Arabic .					
21	I prefer to use Arabic in class management					
22	It is preferable to use Arabic in tests , for example , translating questions .					
23	I prefer to use Arabic in dividing the class into groups.					
24	I prefer to use Arabic in explaining some new words to the class .					
25	I prefer to use Arabic in giving instruction and directions to the class .					

Appendix (B):

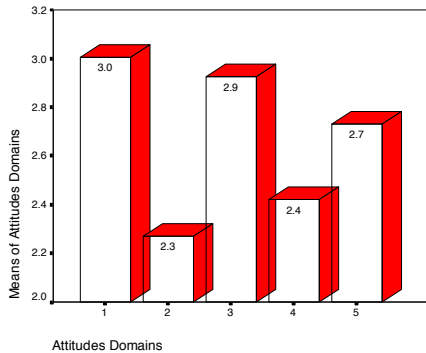


Figure 1: Ranks of domains and total score of English teachers' attitudes toward using Arabic in THE EFL classroom

Appendix C: Cronbach Alpha for the Reliability of the Instrument.

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 80.0

N of Items = 25

Alpha = .8480

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might direct and steer teachers how to implement the use of L1 in service of L2 learning ; This means that it is not bad to use methods that actively create links between L1 and L2 such as the Bilingual method or reciprocal language teaching. Cook (2001) argues that” using L1 in certain contexts (especially in the domain of meta-learning and strategies) can create authentic users of L2.” Moreover, many teachers in Palestine, however, have had little or no training in second language development. Teachers need guidelines to help them understand the process learners undergo as they learn a second language. Also, teachers need to be aware of how to help their students overcome some problems while learning the target language.

For further research : it is preferable to conduct a replica study on a larger sample. Additionally, investigation of parents’ and students’ beliefs along with teachers’ attitudes may the EFL a larger benefit. Teacher’s proficiency may be a good independent variable if a replica study is conducted.

of their students' level in reading and writing. Also, they experienced this situation in their undergraduate study. On the other hand, the computed t- Test for speaking, listening ,and other situations indicted that there was no significant difference at ($\alpha = 0.05$) on speaking ,listening and "other situations domains" in the teachers' attitudes between Arab and foreign countries graduates.

Conclusions and Recommendations

The trends from the data in this study would suggest that English teachers' attitudes toward using Arabic in their classes in Qalqilya district were positive only on the reading domain while they had negative attitudes on writing, speaking, listing, and "other situations" domains. Such conclusion implied that English language teachers in Qalqilya district use their native tongue (L1) in certain situations where they feel that it is necessary to do so.

Concerning the investigation of the effect of gender variable on English language teachers' attitudes, there were no significance differences between male and female teachers in the use of Arabic as the L1 in their classroom in situations like classroom management, testing, simplification of new words, and giving instructions. The rest of domains had significant differences between male and female teachers in favor of male teachers. Qualification variable had a significant difference on other situations domain between Diploma holders and B.A and M.A holders in favor of B.A and M.A holders while no significant differences were found on reading , writing, speaking, and listening domains . Class size does not have significant differences on teachers' attitudes. Reading and writing had significant differences due to the teacher's country of graduation variable in favor of Arab countries graduates.

The findings of this study offer a variety of recommendations for curriculum planners and developers , educators , supervisors, and policy makers .First, curriculum planners may take into consideration while designing a syllabus the environment in which the curriculum is going to be applied. Second , educators could recognize that that L1 has a role in the EFL classroom but when , how , and to what degree they use it. Third, supervisors

in the L2 classroom such as : eliciting language, checking comprehension, giving complex instructions, testing, developing circumlocution strategies negotiating of the syllabus, classroom management, language analysis, presentation of grammar rules and explanation of errors and assessment.

The computed t- Test for reading, writing, speaking, listening and total score of teachers' attitudes are respectively .19,1.75,.66 ,1.49, and 0.47. All of these values are lower than the critical value of t-Test 1.99. Such figures indicate that there is no significant difference at ($\alpha = 0.05$) on reading ,writing ,speaking ,listening and total score of teachers' attitudes between Diploma holders and B.A and more holders. Teachers' attitudes toward using Arabic through teaching the four skills is negative, so they prefer using English to develop their students skills (receptive and productive ones). Gahin and Myhill (2001) found that there were no statistically significant differences between the respondents according to the EFL teachers' qualifications.

The Number of Students in the Class

Table 10 showed that no statistically significant differences were found between the respondents according to the number of students in the class. Such finding may indicate that the EFL teachers use the mother tongue in small, medium, and large classes.

Teacher's Country of Graduation

Table 11 showed that computed t-test values on reading, writing, and the total score domains were higher than critical t-test value 1.99. This means that there were significant differences at ($\alpha = .05$) on these domains between Arab countries graduates and foreign countries graduates in favor of Arab Graduates. This outcome indicated that English language teachers who study in the Arab universities prefer to use the L1 in their classes. The researcher attributed such result to the learning environment. English language teachers from the Arab countries and Arab universities graduates received their higher education inside classes in which they use their L2. However, after the classes finish they use their mother tongue (L1). This is to say that English language teachers who didn't study in a foreign country are using the L1 in writing and reading because they are aware

Gender

Male and female teachers had no significant differences in attitudes toward using the mother tongue in situations like classroom management, testing, simplification of new words, and giving instructions. This could be as a result of teaching in the same environment and under the same conditions and context. Gahin and Myhill (2001) in their study found that there are no statistically significant differences between the respondents according gender in the use of the mother tongue.

Compared with their female colleagues, male English language teachers in Palestine tend to use Arabic in their classes more than female teachers. Such conclusion is due to the commitment female teachers show in the training courses. Male teachers in the Palestinian environment are not totally involved in the ongoing activities. This is because they think about overtime work. Most of them are not willing and not motivated to create activities and worksheets to support their syllabus, On the other hand, female teachers in the research context seem to have higher level of challenge. Additionally, English language supervisors stress using English in the classes and they stress that the EFL teachers must use English as much as possible. These ideas receive much attention by female teachers because they are more committed to the supervisors' rules. Accordingly, female teachers strongly support the idea of dismissing the mother tongue.

Qualifications

Results of Table 9 show that computed t-test value on other situations domain was 2.10 such value is higher than critical t-test value 1.99. this means that there are significant differences at ($\alpha = .05$) on other situations domain between diploma holders and B.A and more holders in favor of B.A and more holders. This means that B.A and higher degree holders have a positive attitude toward using Arabic in the EFL classroom in different situations such as: classroom management , testing , clarification of abstract words and giving instructions. Schweer(1999:6) investigated students' and teachers' attitudes toward using L1 (Spanish) in the L2 (English) classroom and finally overviewed a number of possible applications of the mother tongue

are negative on all items where the percentages of responses are lower than 60%. The total score of attitudes of speaking domain the degree was negative where the percentage of response was less than 60 % . Such results may be attributed to the objective of teaching listening in the Palestinian schools. Students listen to a conversation or talk played from a cassette and do listening activities . The aim , as in real life, is to understand enough information to do the task. Accordingly, English language teachers prefer using the target language so as to expose learners to it as much as they can.

Table 6 showed English teachers' attitudes toward using Arabic in the EFL classroom for items of "Other situations domain" are negative on all items where the percentages of responses are less than 60%. For the total score, the degree was negative where the percentage of response was less than 60 %. This means that English language teachers in Qalqilya district have a negative attitude toward using Arabic in classroom management because teachers from the beginning use what is called classroom language. Using the mother tongue in testing, presentation of grammatical rules, teaching new vocabulary and concepts (passive ones), and giving complex instructions received negative attitudes from the EFL teachers in Palestine. This may be because they feel that recognizing and welcoming the learners own language into the classroom as an expression of their own culture could be one way of dispelling negative attitudes toward English and increasing receptivity to learning the language

Results of table 7 revealed that English teachers' attitudes toward using Arabic in the EFL classroom are negative on all domains and Total score of attitudes except for the first domain (reading) where the attitude was 60%. This is because teachers' philosophy is to develop learners ability to communicate through speaking, writing , and develop listening skill. Concerning reading, teachers are aware of the difficulty of texts students read. As a result of that, they use the mother tongue as a helping tool; for example, in teaching abstract words.

tongue in the EFL classroom for items of the writing domain are all negative where the percentages of these items are less than 60 % . For total score, the degree was negative where the percentage of response was less than 60 % . This result assets that English language teachers in Qalqilya district totally oppose the use of Arabic language in the EFL classes while teaching writing. Teachers don't use their L1 when correcting students' mistakes, putting notes on students' written work, clarification of the topic that students will write about, taking notes and writing notes on the black board. This attitude may work with advanced level students who can compose and write with their L2. Ardent's, (1987); Cohen's & Brooks-Carson's (2001); Cumming's, (1989); Raimes's, (1985); Uzawa's & Cumming, (1989) adapted a technique where the lower L2 proficiency writers first write a draft in their L1 in order to solidify content and organization before dealing with the L2 issues of translation and rhetorical style. Precisely speaking , Schweers (1999) assured using some Spanish in his writing classes because it helps students write better reports. It also serves as an additional input to ensure that they achieve the main objective of the course, which is the production of higher quality written work in English.

Table 4 showed that English teachers' attitudes toward using Arabic in the EFL classroom for items of speaking domain are positive on items 2,3 and 5 where the percentages of responses are greater than 60%. This means that English language teachers prefer to speak Arabic in correcting students' mistakes which they make in pronunciation, and they feel that it's better to use Arabic outside the class .Moreover , teachers of English language prefer using English language inside the class through teaching speaking .As one may notice the attitudes are negative on items 1 and 4 where the percentages of responses on these items are less than 60 % . For total score of attitudes of the speaking domain the degree was negative where the percentage of response was less than 60 % .These results indicate that speaking Arabic while teaching and practicing speaking English is totally refused by English language teachers in Qalqilya district .

Results of table 5 showed that English language teachers' attitudes toward using Arabic in the EFL classroom for items of the listening domain

Discussion

Table 2 indicates that the total level of attitudes of English language teachers is positive on the reading domain on items 2 “I prefer to use Arabic to clarify ideas in the reading text which are not understood by the students”. Also on item 3 “I prefer to use Arabic as a helping instrument for students who are below the level of the class”.. The percentages of responses on these items are greater than 60%. Such result indicates that English language teachers in Qalqilya City district support using Arabic in the EFL classroom through teaching reading only in two cases. The first case, English language teachers-prefer-using the mother tongue just when making clarifications of some difficult ideas in the reading text. The second case, English language teachers use the mother tongue while teaching reading as a tool for instruction to students who are below the level of the class. Nunan and Lamb (1996) indicated that for English Language teachers who work with students below the class level and don't poses the competence for communication in English, prohibition of mother tongue in this case proves to be impossible.

English language teachers' attitudes toward using Arabic in the EFL classroom are negative on items 1, 4, and 5 where the percentages of responses were lower than 60%. For the total score of reading domain, the attitude was positive where the percentage of response was 60%. This means that teachers don't agree to translate the whole text into Arabic as some teachers do. In other words, the EFL teachers in the Palestinian schools try to adopt the use of L1 as a strategy in teaching L2 reading texts. Sarig (1985) found that a group of ten high school Hebrew speaking students used approximately one hundred and thirty different strategies while reading Hebrew as a native language and English as a foreign language.

Kern (1994: 455) found that mental translation during L2 reading played “an important and multidimensional role in the L2 reading comprehension processes” of the students. However, Kern also pointed out that translation can be unproductive when it is done in a word-by-word fashion without integration of meaning. In general, Kern (1994: 442) suggested that teachers and L2 learners should not view translation as “an undesirable habit to be discouraged at all costs but, rather, an important developmental aspect of L2 comprehension processes.”

According to Table 3, English teachers' attitudes toward using the mother

Table 11

Results of Independent t-test for the difference in English teachers' attitudes toward using Arabic in the EFL classroom according to the teacher's country of graduation variable

Domains	Arab country		Foreign country		T value	Sig. *
	M	SD	M	SD		
Reading	3.03	.68	2.60	.17	4.05	.001*
Writing	2.30	.71	1.86	.37	2.51	.035*
Speaking	2.93	.64	2.80	.30	.92	.38
Listening	2.42	.69	2.40	.17	.19	.84
Other situations	2.72	.65	2.80	.35	.45	.65
Total score of attitudes	2.68	.50	2.49	.10	2.57	.015*

* Critical t-test value at ($\alpha = 0.05$) equal (1.99) with DF (269).

Results of table 16 show that computed t-test value on the Reading domain was 4.05. Such value is higher than critical t-test value 1.99. This means that there are significant differences at ($\alpha = .05$) on this reading domain between Arab countries graduates and foreign graduates in favor of Arab graduates, moreover, results of Table 16 reveal that computed t-test value on the writing domain was 2.51. Such value is higher than critical t-test value 1.99. This means that there are significant differences at ($\alpha = .05$) on the writing domain between Arab countries graduates and foreign graduates in favor of Arab countries graduates. Results of Table 16 indicate that computed t-test value on total score of teachers' attitudes was 2.57, Such value is higher than critical t-test value 1.99. This means that there are significant differences at ($\alpha = .05$) on total score of teachers' attitudes between Arab countries graduates and foreign graduates in favor of Arab graduates. On the other hand, the computed t-Test for speaking, listening, and other situations are respectively .92, .19 and .45. All of these values are lower than the critical value of t-Test 1.99. This means that there is no significant difference at ($\alpha = 0.05$) on speaking, listening, and other situations domains in the teachers' attitudes between Arab and foreign countries of graduates.

Results of Table 9 show that computed t-test value on other situations domain was 2.10 such value is higher than critical t-test value 1.99. This means that there are significant differences at ($\alpha = .05$) on other situations domain between diploma holders and B.A and more holders in favor of B.A and more holders while the computed t-Test for reading, writing ,speaking, listening and total score of teachers' attitudes are respectively .19, 1.75, .66 ,1.49, and .47. All of these values are lower than the critical value of t-Test 1.99 This means that there is no significant difference at ($\alpha = 0.05$) on reading, writing, speaking, listening and total score of teachers' attitudes between Diploma holders and B.A and more holders

Table 10

Results of Independent t-test for the difference in English teachers' attitudes toward using Arabic in the EFL classroom according to the number of students in the class variable.

Domains	Less than 30		More than 30		T value	Sig. *
	M	SD	M	SD		
Reading	2.92	.68	3.03	.66	.63	.52
Writing	2.14	.68	2.31	.70	.97	.33
Speaking	3.07	.67	2.86	.59	1.31	.19
Listening	2.20	.53	2.50	.69	1.84	.06
Other situations	2.76	.58	2.71	.66	.28	.77
Total score of attitudes	2.62	.52	2.62	.48	.53	.59

* Critical t-test value at ($\alpha = 0.05$) equal (1.99) with DF (269).

Results of Table 10 show that computed t-test values on all domain were lower than critical t-test value 1.99. this means that there are no significant differences at ($\alpha = .05$) on all domains (other situations ,reading ,writing ,speaking ,listening and total score of teachers' attitudes toward using Arabic in the EFL classroom .

Table 8

Results of Independent t-test for the difference in English teachers' attitudes toward using Arabic in the EFL classroom according to gender variable .

Domains	Male		Female		T value	Sig *
	M	SD	M	SD		
Reading	3.20	.73	2.81	.53	2.71	.008
Writing	2.50	.76	2.04	.56	3.07	.003
Speaking	3.09	.65	2.76	.54	2.44	.017
Listening	2.64	.62	2.20	.63	3.10	.003
Other situations	2.82	.61	2.64	.66	1.26	.210
Total score of attitudes	2.49	0.38	2.85	0.52	3.48	.001

* Critical t-test value at ($\alpha = 0.05$) equal (1.99) with DF (269).

Results of Table 8 show that computed t-test value on other situations domain was 1.26. Such value is lower than critical t-test value 1.99. This means that there is no significant difference at ($\alpha = .05$) on other situations domain between male and female teachers while the computed t-Test for reading, writing, speaking, listening and total score of teachers' attitudes are respectively 2.44, 2.71, 3.07, 3.10, and 3.48. All of these values are greater than the critical value of t-Test 1.99. This indicates that there are significant differences at ($\alpha = 0.05$) on reading, writing, speaking, listening and total score of teachers' attitudes between male and female teachers in favor of male teachers.

Table 9

Results of Independent t-test for the difference in English teachers' attitudes toward using Arabic in the EFL classroom according to qualification variable

Domains	Diploma		B.A and more		T value	Sig *
	M	SD	M	SD		
Reading	2.98	.75	3.01	.64	.19	.85
Writing	2.49	.63	2.18	.71	1.75	.08
Speaking	3.00	.72	2.89	.58	.66	.51
Listening	2.60	.61	2.35	.67	1.49	.13
Other situations	2.49	.53	2.82	.65	2.10	.03*
Total score of attitudes	2.71	.44	2.65	.51	.47	.63

* Critical t-test value at ($\alpha = 0.05$) equal (1.99) with DF (269).

It can be seen from Table 6 that English language teachers' attitudes toward using Arabic in the EFL classroom for items of the other situations domain are negative on all items where the percentages of responses are less than 60%. For total score, the degree was negative where the percentage of response was less than 60 % .

Table 7

Ranks of domains and total score of English teachers' attitudes toward using Arabic the EFL classroom

Domains	Means *	Percent %	Attitude	Ranks
Reading	3.0	60	Positive	1
Writing	2.2	44	Negative	5
Speaking	2.9	58	Negative	2
Listening	2.4	48	Negative	4
Other situations	2.7	54	Negative	3
Total score of attitudes	2.6	52	Negative	

* Maximum point of response (5) points.

Results of table 7 show that English teachers' attitudes toward using Arabic in the EFL classroom are negative on all domains and the total score of attitudes except for the first domain (reading) where the attitude was 60% .

Furthermore, results indicated that the ranks of domains are as follow:

First rank: the reading domain 60.8%

Second rank: the speaking domain 58.4%

Third rank: The other situations domain 54.8%

Fourth rank: The listening domain . 48%.

Fifth rank : The writing domain 44%.

(See Appendix B .Figure .1)

The listening Domain:

Table 5
Means and percentages of the listening domain .

No	Items	Means *	Percent (%)	Level
1	I use Arabic instructions when turning on the cassette in the listening activity .	2.5	50	negative
2	I prefer to translate to my students what they listen into Arabic .	2.0	40	negative
3	I believe that it is better for my students to watch stories translated into Arabic .	2.9	58	negative
4	I prefer to make my students listen to the cassette in English and take short notes in Arabic .	2.4	48	negative
5	I prefer to translate the content of the listening lesson into Arabic .	2.1	42	negative
Total score of listening domain.		2.4	48	Negative

*Mmaximum point of response (5) points .

Table 5 shows that English language teachers' attitudes toward using Arabic in the EFL classroom for items of the listening domain are positive on items 2,3 and 5 where the percentages of responses are greater than 60%. As one may notice, the attitudes are negative on items 1 and 4 where the percentages of responses on these items are less than 60 %. For total score of attitudes of the speaking domain the degree was negative where the percentage of response was less than 60 % .

The Other situations Domain

Table 6
Means and percentages of other situations domain.

No	Items	Means *	Percent (%)	Level
1	I prefer to use Arabic in class management	2.5	50	negative
2	It is preferable to use Arabic in tests , for example , translating questions .	2.0	40	negative
3	I prefer to use Arabic in dividing the class into groups.	2.9	58	negative
4	I prefer to use Arabic in explaining some new words to the class .	2.4	48	negative
5	I prefer to use Arabic in giving instruction and directions to the class .	2.1	42	negative
Total score of other situations domain.		2.4	48	Negative

* Maximum point of response (5) points .

The Writing Domain

Table 3 indicates that English language teachers' attitudes toward using Arabic in the EFL classroom for items of the writing domain are all negative where the percentages of these items are less than 60 %. For total score of English language teachers' attitudes for the domain of writing the degree was negative where the percentage of response was less than 60 %.

Table 4
Means and percentages of speaking domain

No	Items	Means *	Percent (%)	Level
1	I prefer talking Arabic with my students inside the class	2.0	40	negative
2	I prefer to use instructions in Arabic to correct students' mistakes in pronunciation .	3.0	60	Positive
3	I prefer talking Arabic with my students outside the class	3.2	64	Positive
4	I don't prefer to have my students talk in Arabic inside an English class**.	2.2	44	negative
5	I see it is better for students to talk with me in English inside the class .	4.1	82	Positive
Total score of speaking domain.		2.9	58	Negative

- *Maximum point of response (5) points .*

The Speaking Domain

It can be seen from Table 4 that English language teachers' attitudes toward using Arabic in the EFL classroom for items of the speaking domain are positive on items 2,3 and 5 where the percentages of responses are greater than 60%. As one may notice the attitudes are a negative on items 1 and 4 where the percentages of responses on these items are less than 60 %. For total score of attitudes of speaking domain the degree was a negative where the percentage of response was less than 60 % .

*data. Furthermore, “negative response” items in the five-point Likert-type questionnaire were recoded (these items are indicated in each table with an **).*

Table 2
Means and percentages of Reading Domain.:

N o	Items	Means *	Percent (%)	Degree
1	I don't prefer using Arabic while teaching reading** .	2.5	50	negative
2	I prefer to use Arabic to clarify ideas in the reading text which are not understood by the students .	4.0	80	positive
3	I prefer to use Arabic as a helping instrument for students who are below the level of the class .	3.9	78	Positive
4	I prefer using Arabic in translating the title of the reading passage .	2.7	54	Negative
5	I feel it is better to translate the whole passage into Arabic .	1.8	36	Negative
Total score of Reading		3.0	60	Positive

* maximum point of response (5) points. .

It can be seen from Table 2 that English language teachers' attitudes toward using Arabic in the EFL classroom on items of the reading domain are positive on items 2 and 3. The percentages of responses on these items are greater than 60 % while English teachers' attitudes toward using Arabic in the EFL classroom are negative on items 1 , 4 and 5 where the percentage of response is lower than 60% . For the total score of the reading domain the attitude was positive where the percentage of response was 60 %.

Table 3
Means and percentages of writing domain

N o	Items	Means *	Percent (%)	Degree
1	I prefer using Arabic in correcting students' written work	2.1	42	negative
2	I use notes in Arabic as comments on students' writings	2.2	44	negative
3	I prefer using Arabic in explaining the topic that the students are going to write about .	2.9	48	negative
4	I prefer to train my students to take notes in Arabic about the subject that they will write about .	1.9	38	negative
5	I write notes in Arabic on the blackboard while teaching writing .	2	40	negative
Total score of writing		2.2	44	negative

* maximum point of response (5) points .

2. *The researcher obtained the number of English language teachers in Qalqilya district and its villages .*
3. *After that the researcher has drawn the sample of the study , which represented 50 % of the population of the study, the researcher obtained a permit from the Ministry of Education and arranged with each directorate of education in Qalqilya to distribute and collect of the questionnaire .*
4. *The researcher himself distributed the copies of the questionnaire on English language teachers in Qalqilia, and its villages .In order to obtain more valid and credible results, English language teachers were given the freedom to complete the questionnaire either immediately or at home. Also, the completion was voluntary.*
5. *The researcher managed to collect almost all the copies. Then the data collected was Statistically treated.*

Statistical Analysis

In order to analyze the data, the researcher used statistical techniques using the (SPSS) statistical packages. The following statistics were used:

- 1) *Means and percentages.*
- 2) *Independent groups t-test.*

Results

What are the English language teachers' attitudes toward using Arabic in the EFL classroom in one of the Northern Districts of Palestine , namely, Qalqilya?

To answer the question, the means and percentages of each item for each of the domains was calculated . In addition, the overall rank of each domain and the total score for attitudes were determined. For data analysis , the the following standard percentage scale for examining teachers' attitudes was utilized :

- 1) *60 % and more is a positive attitude .*
- 2) *less than 60 % is a negative attitude .*

For data analysis, the SPSS (Statistical Package for the Social Sciences) was utilized which can perform a variety of data analysis and presentation functions, including statistical analyses and graphical presentation of

first item was a negative one . The second domain which is writing consisted of 5 items. These items were developed to assess teachers' attitudes towards using Arabic in the EFL classroom while teaching writing .The third domain is speaking. It consisted of 5 items but the fourth one was a negative item. The fourth domain is listening and the fifth is. other situations domain which measures teachers' attitudes toward using Arabic in the EFL classroom in different situations such as classroom management . The researcher recoded item 1 in the first domain , and item 4 in the third domain because they are negative items .Such division of domains is due to the fact that in some areas and skills of any language the EFL teachers may not use the mother tongue at the same level. For example, in developing speaking skill it is preferable to minimize the L1 (See Appendix A).

Validity of the Instrument

To measure what is the instrument aimed to measure, the researcher referred the instrument to three experts from the Faculty of Education at An-Najah National University . After the experts approved its suitability for the purpose of the study, the researcher took the modifications the experts suggested into consideration.

Reliability of the Instrument :

To test the reliability of the questionnaire , Alpha formula (Cronach Alpha) was used to determine the reliability .Results show that the range of reliability of the questionnaire was 0.84. This value was suitable for conducting such study (See Appendix C).

Procedures

The researcher used the following procedures during the application of this study :

1.Establishing the validity and reliability of the questionnaire by the experts in the Faculty of Education who approved the utility of the instrument for carrying out the study, the researcher incorporated the changes suggested by the experts .

demographic variables of the study.

Table 1

Variable	Number of cases	Percentages %
Gender	<i>N</i>	Percentage %
Male	40	50
Female	40	50
Total	80	100
Qualification	<i>N</i>	Percent age %
Diploma	22	27.5
BA and more	58	72.5
Total	80	100
Teachers' country of graduation	<i>N</i>	Percentage %
Arab countries	74	92.5
Foreign countries	6	7.5
Total	80	100
No. of Students	<i>N</i>	Percentage %
Less than 30	22	27.5
More than 30	58	72.5
Total	80	100

Instrumentation

A five-point Likert scale questionnaire was developed by the researcher . The questionnaire was used to measure teachers' attitudes toward using Arabic in the EFL classroom. The researcher used such scale because “ Yes “ or “ No” scales are less efficient in measuring attitudes .

The instrument consisted of five domains : the reading domain , the writing domain , the speaking domain , the listening domain and the other situations domain. The researcher made copies of the questionnaire and submitted it to three juries from the Faculty of Education at An-Najah National University. The instrument has underwent some modifications. For example, some language mistakes. Moreover ,some suggestions were given to rewrite some items to make them more suitable for the purpose of the study .After these modifications the questionnaire can be described as follows: the first domain for reading consisted of 5 items. These items were developed to measure, teachers' attitudes towards.

using Arabic in the EFL classroom during teaching reading where the

problematic. To Scrivenor, the use of the first language wastes too much of valuable class time that would be better spent on the target language. This is sometimes referred to as the time on task argument. To Robert the use of L1, in his study is Japanese, in the EFL classroom may be an obstacle in learning a foreign language, but, simultaneously, it can serve as a tool of learning. Towards the end, Robert (1997) added, no teacher can choose a language for his students.

Nation (1997) added suggestions for encouraging learners to use L2. Teachers may match the demands of the task to the learners' proficiency; in other words, learners may feel they are obliged to resort to their first language in a certain task since they do not have enough proficiency by which they can, let's say, perform a speaking activity. One procedure that a teacher may follow in bridging the gap and bringing the task within the students' experience is to offer his learners the opportunity to learn what they need before performing the task. In this case teachers are advised to focus on few language items and here Nation limits it to no more than five items.

Methodology

The research design consisted of the following sections:

(1) Population and Sample of the Study (3) Instrumentation (4) Procedures (5) Statistical analysis.

Population

The population of this study consisted of English language teachers in the Northern District of Palestine, namely, Qalqilya City and its villages. The total number of English language teachers was 180.

Sample

The sample of this study was drawn from the English language teachers in the Northern District of Palestine, namely, Qalqilya and its villages. They were selected randomly from Qalqilya city and the villages around. The sample included 80 teachers (male and female). This number represents 23 % of the population Table 1 shows sample distribution according to the

her. Bawcom discovered that L1 - in her case is Spanish - was used for first affective factors (sense of identity , security and social interaction) the percent of usage was 36%. Second , learning strategies (checking comprehension and going over homework) with 41%. Third, expediency (translation of directions for activities and passive vocabulary) the percent of usage was 18%. Moreover , Bawcom was totally surprised when she discovered that 33% of the class conversational activities are done in L1 .In this situation Bawcom suggested techniques by which she reduced the use of L1 10% .Some of these techniques were verbal cues and the glossary of classroom language .

Nation (2001) argued that in classrooms where the learners all speak the same L1 or national language, there is a tendency for tasks which should be done in the L2 such as conversation activities, discussion of intensive reading, preparation for writing ...etc to be done in the L1. Nation's justification is that using the mother tongue is more relaxing and natural with others who have the same L1. Also, it is easier and more communicatively effective to use the L1 ; and using the L2 can be a source of embarrassment and stress. L1 is used as a valuable resource for remaining on task in the L2 (Eadie, 1999). However, Hicks and LittleJohn (2004) stated that knowing when to use the mother tongue and when to use English in a classroom is a hard decision to make. Hicks and LittleJohn added that the old argument about encouraging learners to think in English is only really feasible when learners have enough language in which to think. For primary school children, this is unlikely to be the case with a foreign language for a very long time.

Hicks and LittleJohn (2004) added that it is impossible to learn anything unless you relate it to what you already know. This means that children will always translate even if we tell them not to. It is important, then, that we make sure they have the correct translation. They added that it is important that the children have a sense of security in the classroom that they feel they can ask for help, explain problems, say how they feel, and so on. They will only do this in the mother tongue. Thirdly, using the mother tongue means that it is possible to do more interesting work and more complex types of activities.

Robert (1997) and Scrivenor (1994) concluded that the use of L1 is

of activity time using their mother tongue (Nation 1997).

L1 and L2 in the EFL classroom:

Second language use in the foreign language classroom needs to be maximized wherever possible, by encouraging its use and by using it for classroom management. However, research shows that the first language has a small but important role to play in communicating meaning and content. This role is important across all four strands of a course (Nation 2001).

Anti-L1 attitude was clearly a mainstream element in twentieth-century language teaching methodology (Cook, 2001). Stephen Krashen, as one of the proponent, of monolingual approach, has stated that people who learn foreign languages follow the same route as they acquire their first language, still, the use of L1 in the learning process must be decreased to the minimum (Krashen, 1981). According to Cook (2001) there are many reasons for using L1 in the EFL classrooms .

Teachers use L1 when they want to convey meaning or explain grammar. They also use it for classroom management, to give instructions, feedback and remarks . And to test students. Meanwhile, students use L1 as a part of the main learning activity such as: translation, code-switching. Moreover, they use L1 incidentally within classroom activities. Cook added that L1 can be used systematically rather than as a guilt making necessity; to give examples, to provide a short-cut for giving instructions & explanations to build up inter linked L1 & L2 knowledge, to complete learning tasks through collaborative dialogue, and to develop L2 activities such as code-switching for later real-life use. Tomlinson (2001:26-33) said that “we do not develop an L2 inner voice for a very long time, because most of the activities we participate in as beginners demand instant responses and ask us to report our experience rather than to process it. Other reasons are that we are afraid to be “ungrammatical” in our heads in case this interferes with what we say aloud and because the de-contextualized triviality and blandness of much of the language we are required to process and produce does not encourage thought” .

Bawcom (2002) investigated why L1 was being used by her students and

3. *Multi-competence means knowledge of two or more languages in one mind (Cook, 2001).*
4. *Communicative Competence : According to Canale and Swain's (1980), communicative competence consists of four indispensable components: grammatical, discourse, sociolinguistic, and strategic competences. Simply put, grammatical competence deals with sentence-level rules only, discourse competence with rules that govern the relationship among sentences to form a meaning whole, sociolinguistic competence with rules of speaking that depend on pragmatic, socio-cultural elements, and strategic competence with the way the speaker manipulates language to fulfill communicative goals.*
5. *Bilingualism: It means the ability to communicate in two languages but with the possibility of greater skills in one language (Bhatia and others, 2006)*

Limitations of the study

This study was limited to the English language teachers (males and females) in the Northern District of Palestine -Qalqilya - in the scholastic year of 2003 /2004.

Related Literature

Second language teaching is like any other field of study. It is not rigid but developing every day. With the coming of a wide variety of methodology in teaching languages , like Grammar Translation approach in which the L1 is used , this approach was followed by many approaches such as Communicative Language Teaching (CLT) in which the L1 is almost like a taboo and is based on what is essentially a 'nativist' view of second language L2 acquisition. With this amalgamation between approaches, second language educators are now wondering if there is still a place for the L1 in the EFL classroom or not (Cook, 2001). Cook added that L2 learners are characterized by mature minds , greater social development, a larger short-term memory capacity, and other differences from L1-only young children (Singleton, 1989). Teachers set goals for their lessons .For example, one teacher may tend to develop the four skills and bridge the gap but these goals he/she has in mind or previously planned will not be achieved if the learners spend most

teachers' attitudes toward using Arabic in the EFL classroom in one of the Northern Districts of Palestine , namely , Qalqilya?

The present study also aimed at testing the following null hypotheses:

- 1. There is no statistical significant difference at ($\alpha = 0.05$) in English teachers' attitudes toward using Arabic in the EFL classroom in Qalqilya District due to the gender variable.*
- 2. There is no significant difference at ($\alpha = 0.05$) in English teachers' attitudes toward using Arabic in the EFL classroom in Qalqilya District due to the number of students in the class variable.*
- 3. There is no significant difference at ($\alpha = 0.05$) in English teachers' attitudes toward using Arabic in the EFL classroom in Qalqilya District due to the teachers' qualifications variable.*
- 4. There is no significant difference at ($\alpha = 0.05$) in English teachers' attitudes toward using Arabic in the EFL classroom in Qalqilya District due to the country of teacher's graduation variable.*

Significance of the Study

The topic of investigating teachers' attitudes toward using Arabic in the EFL classroom hasn't been researched in Palestine yet. Accordingly, this study will be:

- 1. The first study in Palestine that concentrates on determining English language teachers' attitudes toward using Arabic in the EFL classroom in Qalqilya District .*
- 2. Based on the theoretical framework, and the results of the present study, it could benefit the educators and curricula planners and designers in the Ministry of Education in Palestine. In the end, this study will add to the body of knowledge.*

Definition of Terms

For the purpose of the study, the researcher used the following terms:

- 1. Attitude: a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation) (Triandis,1971).*
- 2. Meaning Focused Input - learning through listening and reading (Nation, 2001).*

possible is important ; In other words, the L2 is viewed as positive, the L1 as negative. The L1 is not something to be utilized in teaching but to be set aside. Turnbull (2001) confirmed that L1 must be maximized for exposure to L2 input, motivation, and proficiency.

g , reading , writing and Speaking activities such as ranking information gap and problem

Statement of the Problem

Despite the abundance of research, much remains unknown about the nature of teachers attitudes towards the L1 use in the EFL classroom. Studying the problem of using the mother tongue in the EFL classroom was the outcome of practical circumstances, which necessitated investigation. Students in the Palestinian schools cannot communicate using English. Also, after reviewing the literature related to the study, it was found that no study was conducted in the Palestinian context. Accordingly, the emphasis of the present study was to identify English language teachers' attitudes toward using the mother tongue, in this case Arabic, in the EFL classroom in one of the Northern Districts of Palestine, namely, Qalqilya. Also, This study attempted to find out the relationship between English language teachers' attitudes toward using Arabic in the EFL classroom and some demographic variables: gender , qualification , number of the students in the class , and country of teacher's graduation.

Purposes of the Study

This study aimed at achieving the following purposes:

- *To determine English language teachers' attitudes toward using Arabic in the EFL classroom in one of the Northern Districts of Palestine, namely, Qalqilya .*
- *To show the effect of gender , teacher's qualifications, number of students in the class, and country of teacher's graduation on English language teachers' attitudes toward using Arabic in the EFL classroom in one of the Northern Districts of Palestine , namely , Qalqilya .*

Hypotheses of the Study

The major question of the study was what are the English language

Introduction and Background

The issue of L1 use in the ESL class is, to a certain extent, no longer a contentious one (Auerbach, 1993). Every language teacher at some point has felt guilty, puzzled and frustrated about their students' perceived overuse of their mother tongue in the classroom. In a monolingual context, that is to say where all students speak the same mother tongue (a classroom reality for the majority of language teachers), this perception can become quite a problem. The closest most get to dealing with the issue is to nag their students to "use English" and fine them for "lapsing" into mother tongue. There is nothing wrong with this strategy as far as it goes, but it rarely allows the teacher or the students a chance to understand why L1 was being used in the first place.

The use of the mother tongue in the EFL classroom is often an emotive subject as it cuts across fundamental issues in ELT such as the respective roles of native and non-native speaker teachers of English, and the place of the target culture and local culture in the learning process. As the number of students entering schools gets higher and with the integration of the new Palestinian curriculum, for example; teachers face a challenge of educating and teaching English language because students have very limited language skills. Moreover, teachers of English lack the awareness of how to help their students maintain the target language and communicate effectively. The issue of whether or not to use the mother-tongue (L1) in the English language (L2) classroom is complex (Atkinson, 1987).

The systematic use of the first language -L1- has been shut for more than 100 years (Cook, 2001). Using L1 in classrooms is always discouraged. This convention has two forms; strong and weak. The strong form is "Ban the L1 in the classroom". This form could be achieved if the teacher doesn't speak the L1 of the students. The weak form is "Minimize the L1 in the classroom," in other words, use it to the minimum; as little as possible. Meanwhile, there is an optimistic form which says maximize L2 without the harm of the first one. Polio and Duff (1994), generalized an idea which embodied that teachers have some sense, then, that using the TL as much as

ملخص

هدفت هذه الدراسة المسحية إلى تحديد اتجاهات معلمي اللغة الإنجليزية نحو استخدام اللغة الأم في تعليم المهارات الأساسية وبعض الجوانب اللغوية في اللغة الإنجليزية كونها لغة أجنبية. قام الباحث بمسح الأدب التربوي المتعلق بموضوع الدراسة حيث أظهرت بعض الدراسات السابقة أن التربويين في هذا الشأن قسمان: منهم من هو مؤيد لاستخدام اللغة الأم في تعليم اللغة الإنجليزية باعتبارها لغة أجنبية ومنهم من عارض ذلك وتشير بعض الدراسات أيضاً إلى أن استخدام اللغة الأم ممكن وفق معايير معينة بحيث يكون هناك درجة استخدام معقولة مثل (Nation، 2001).

ولتحديد اتجاهات معلمي اللغة الإنجليزية نحو استخدام اللغة الأم في تعليم المهارات الأساسية وبعض الجوانب اللغوية في اللغة الإنجليزية كونها لغة أجنبية، قام الباحث بإعداد استبانة على غرار مقياس ليكرت الخماسي

(Likert Scale) وتألفت الاستبانة من خمسة مجالات. وأجريت الدراسة على عينة قوامها 80 معلماً ومعلمة للغة الإنجليزية في محافظة قلقيلية حيث استخدم الباحث الرزم الإحصائية للعلوم الإنسانية (SPSS) لتحليل النتائج. وأظهرت النتائج أن اتجاهات معلمي اللغة الإنجليزية نحو استخدام اللغة الأم في تعليم القراءة كانت ايجابية بينما كانت اتجاهاتهم سلبية على مجالات: الكتابة والاستماع والتكلم والجوانب اللغوية الأخرى مثل: الإدارة الصفية وتعليم مفاهيم جديدة وتقسيم الصف إلى مجموعات. وأوصى الباحث بضرورة دراسة اتجاهات الطلبة وأولياء الأمور إلى جانب اتجاهات معلمي اللغة الإنجليزية وأيضاً عقد دورات تأهيل للمعلمين في كيفية توظيف اللغة الأم في خدمة اللغة المتعلمة.

Abstract

Abstract: This study aimed at determining English language teachers' attitudes toward using the mother tongue in the EFL classroom. Surveying the related literature, it was revealed that these methodologists, teachers, and researchers differ in their views toward using the mother tongue in the EFL classroom. But some of them have made a balance in using L1 in teaching L2. For example, Nation (2001) ; Eadie (1999) suggested using L1 because of many reasons First, it is more relaxing and natural to use the L1 with others who have the same L1. Second, it is easier and more communicatively effective to use the L1, and third, using the L2 can be a source of embarrassment and stress, precisely, for shy learners and those who feel they are not very proficient in the L2 and not as proficient as their classmates . The L1 is used as a valuable resource for remaining on task in the L2.

The researcher developed a questionnaire which consisted of five domains: reading, writing, speaking, listening and "other situations" domain. The study was conducted on 80 male and female teachers who serve in Qalqilya City District. SPSS Package was used to analyze collected data. Results revealed that English language teachers' attitudes toward using the mother tongue in the EFL classroom were positive on the first domain which is reading and negative on writing, speaking , listening , and other situations domains and the total score of the domains.

The researcher recommended determining parents' and students' attitudes towards the mother tongue use in the EFL classrooms .Also, it was recommended that courses in the use and implementation of L1 to teach L2 could be taught to the EFL teachers in the field of bilingual Education.

Determining English Language Teachers' Attitudes toward Using the Mother Tongue in the EFL Classroom

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