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Using the First Language to Improve Arabic-speaking Students'

Speaking Skills in English as a Second Language

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A thesis submitted in fulfilment of the requirements for the degree of Doctorate in Philosophy

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Abstract

For several decades since the advent of Communicative Language Teaching and the Direct Method, using the first language (L1) in second-language (L2) teaching has been out of favour. However, arguments for using the L1as a resource for L2 learning are becoming increasingly widespread (Cummins, 2014; Widdowson, 2001).

This study aims to examine both the role the L1 plays in improving students' L2 speaking skills and their attitudes towards the use of their L1 in the process of learning a second language. A qualitative action research study was thus applied. The research was conducted in an English Language School over a period of six months. Observation, diaries, field-notes, social media, interviews, pre- and post-tests, as well as language biographies constituted the tools for data collection. Data were analysed through coding using critical discourse analysis, the Atlas TI software program and statistical analysis. The analysis was informed by Cummins' hypothesis of transfer and Vygotsky's activity theory. Findings of the study highlighted the effective role played by the L1 in learning the L2, and the effective approach that the L1 can constitute as a scaffold to improve students' L2 speaking skills, their interaction, engagement and participation. Another conclusion was that students possessed a positive attitude towards the use of their L1 in L2 teaching and learning.

Key words

First language; second language; second/foreign language teaching; translanguaging; speaking skills; classroom intervention; English; Arabic

Declaration

I declare that *Using the First Language to Improve Arabic-speaking Students' Speaking Skills in English as a Second Language* is my own work, that it has not been submitted before for any degree or examination in any other university, and that the sources I have used or quoted have been indicated and acknowledged as complete references.

Name: Intisar Alsagier Etbaigha

Date: November, 2017

Signed: Ietbaigha

Dedication

I have purposefully written this dedication in both English and Arabic because my parents can read in Arabic only and I would like them to read it themselves and know that it is not only my PhD that I dedicate to them but everything that I have done that has made them proud of me.
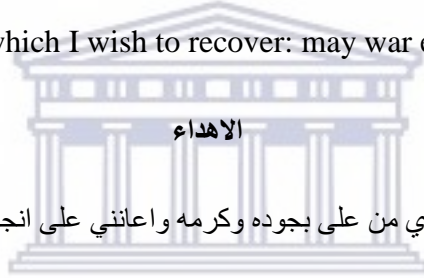
To Allah Almighty for His grace upon me enabling me to complete this work

To my loving parents for their sacrifices and continuous encouragement

To my dear husband for his care and support whenever I was in need

To my beloved children for enlightening my life

To my beloved country which I wish to recover: may war end and peace be restored

الاهداء

الحمد لله الذي من على بجوده وكرمه واعانني على انجاز هذا العمل

اهدي ثمرة مجهودي ونجاحي

لوالدي العزيزين لتضحياتهم وتشجيعهم الدائم

لزوجي الحبيب على اهتمامه ودعمه الامتناهي

لقنديلي حياتي طفلي الغاليين

لبلدي الحبيب الذي اتمنى من الله العلي القدير ان يمن عليه بالفرج القريب

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Finally, thanks to all those who helped me make my dream come true.

Abbreviations

EFL   English as a Foreign Language

FL   First Language

SL   Second Language

CLT   Communicative Language Teaching

IELTS   International English Llanguage Testing System

TOEFL Test of English as a Foreign Language

CCDA Critical Classroom Discourse Analysis

SAW   SallAllahu `alaihi wa sallam [May peace be upon him]
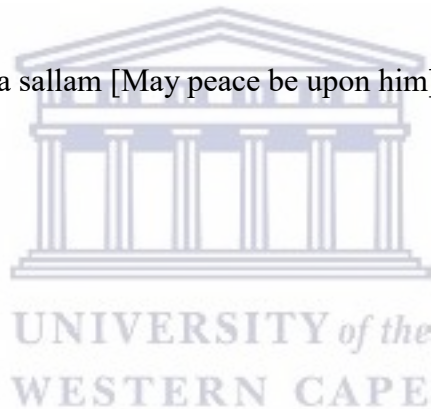
Symbols for Discourse Transcription

Symbol	Meaning
[ ]	Indicates a point where overlapping speech occurred
{ }	Indicates translation of the Arabic speech
(students smile)	Nonverbal action or body language and gestures
=	Indicates latched speech, a continuation of talk
-	The utterance is not completed
×2	Indicates how many times the utterance repeated
(0.3)	Indicates timed pause
:::	Indicates elongated speech, a stretched sounds
.	Indicates the end of a completed utterances
Bold	Emphasis

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Chapter One

Introduction

1.1 Statement of Research Problem and Rationale

Learning a new language can be very demanding and challenging. It requires the use of various skills not just to learn that language but also to know how to act and to interact in different situations, in different times and in different places: "to be recognized as enacting an appropriate socially-situated identity" (Gee, 2004 in McKay, 2010:100). For the Communicative Language Teaching (CLT) Approach; commonly referred to as the Communicative Approach, for example, this requires encouraging students to use their second language. To do so the following conditions should be fulfilled: first, tasks given in the classroom should be manageable and given in accordance with learners' capabilities (Nation, 2003); second, learners have to be informed of the learning aim of each task (Nation, 2003; Baker, 2001; Cook, 2010); third, teachers should highlight the importance of using L2 in classrooms (Nation, 2003); fourth, the role of the teacher should not be as an error corrector who negatively corrects students' mistakes, but as a learning facilitator (Nation, 2003; Baker, 2001; Cook, 2010); and lastly, interactive activities such as retelling stories and role plays (Baker, 2001; Nation, 2003) may be relied upon to ensure participation.

One of the arguments against using the first language in language teaching is that the L1 is not efficient because it will deprive learners of adequate practice in their L2. This in turn will reduce their chances of L2 proficiency. These theorists also claim that the performance of the learners will be affected due to their L1 influence. This criticism started with the advent of the Communicative Approach which rejects the L1 for classroom activities (Atkinson, 1987; Widdowson, 2001). The basis of this dismissal of the L1 is accompanied by a complete

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rejection of the grammar-translation method which focuses entirely on grammar accuracy, while wholly neglecting other aspects such as speaking, reading and writing (Byram, 2003; Richards, 2006). According to Hendricks (2008) Grammar Translation was the dominant approach in English L1 pedagogy in South Africa before the emergence of approaches such as the Personal Growth Model, Critical Language Teaching, and the Communicative Approach.

These new approaches challenged the dominant approach at that time prompting other theorists and scholars to state that learners would benefit greatly if they were to integrate their first language into other methods within language teaching programs (Auerbach, 1993; Cummins, 2008). Moreover, this would provide learners with a chance to figure out differences and similarities between their L1 and L2 in terms of grammar, pronunciation, text structure and culture (Cook, 2010; Harmer, 2001; Inga, 2012; Carless, 2007; Cook, 2001).

A fuller discussion of the use of the L1 in L2 teaching will be presented in Chapter Two, the literature review chapter.

The selection of the topic of this study was inspired by my own teaching experience. Teaching a language other than one's first language is a dynamic process which may be affected by several factors including those pertaining to one's L1. To become an English language teacher I went through a very laborious experience in which hardly any teaching method apart from the traditional one was used. Teachers would come into the classroom, explain the lesson, instruct us to use dictionaries if we did not understand any words, then they would pose a few questions and dismiss the class. The classroom was teacher-centred and we were allowed only to answer questions, but not to ask any ourselves. This was my experience as a student learning English as a foreign language.

In 2010, I became a teacher myself and joined the teaching staff at the Faculty of Education, Tripoli University. I was assigned to teach English language skills such as reading comprehension and writing as well as translation. While teaching my students how to interpret, I found that their English language improved and they became more confident by the end of the term compared to their levels of competence at the beginning. For example, one day while I was explaining the meaning of the expressions "on behalf of" and "status quo" I noticed that they understood the general meaning. However, they could not understand the specific meaning of each term and how to use it properly until the Arabic equivalents were provided. In this respect, using students' first language reduced tension and removed a barrier (Auerbach, 1993; Mile, 2004; Probyn, 2009). The students themselves observed that their speaking skills had improved noticeably after showing themselves that they were able to perform the role of interpreter.

This inspired the idea of using students' L1 in teaching English skills in general and for speaking in particular. This is how the topic of my PhD dissertation emerged.

Apart from this central motivation, I have also observed that some teachers and principals belittle teachers who tend to use the L1 in foreign-language teaching classrooms. They consider it a sign of weakness. The same negative attitude towards using the L1 manifested itself when I was doing my IELTS (The International English Language Testing System) preparation course at one of the English centres in Cape Town. At that school we were not allowed to use the L1 and anyone caught speaking their L1(s) was fined.

It appears that the current approach to teaching English in such private institutions is essentially communicative. I thus set out to challenge this conception, and to emphasize the usefulness of integrating the first language as a classroom strategy in helping learners improve their L2 speaking skills. To this end I taught English to 12 Libyan students whose

first language is Arabic. In the process of teaching them, I used their first language by allowing purposeful translanguaging practices.

What this initiative represents goes counter to the Communicative Approach to language teaching which discourages students from using their L1. The latter theory holds that the students should become habituated to the target language even if they do not understand everything: the newborn does not understand everything, but they have an inkling of what is meant. This concept is extended to acquisition in the case of adults, where becoming overly dependent on the mother tongue is considered a risk.

Thus my approach was mainly communicative, but with a difference: I integrated the L1 into the Communicative Approach. This was a purposeful classroom strategy. Students were not to use their mother tongue on a whim. In fact, they were encouraged to use English as much as possible and were told not to be afraid of making mistakes; these were to be entertained as part of the learning process, and patience was recommended. Translanguaging was allowed to serve the purpose of clarification, increase classroom participation and maintain rapport.

The aim was thus always to use English to explain the content of the lesson so as to enable students to attune the ear to the sound of the English language, even if they had not fully understood the meaning. The intention was that this approach would motivate them to persevere with the language, until such time when they might understand it directly.

Students were also encouraged to try to infer the meaning of a word or expression through a context, without necessarily having access to a more precise understanding of the word. Learning the meanings through the context of a comprehension passage or a story is a powerful means of association and memory. Using the L1 can also create a strong association with a word or an expression and thus enhance the memory of that word or expression.

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The teaching method could largely be described as communicative. Yet the L1 was integrated as an available resource that improved learning due to the fact that I value the linguistic and cultural capital which students bring to the classroom.

Another aspect to which I tried to pay careful attention was listening exposure because it can help students attune their ears to the English language. Since listening is the key to speech, students were exposed to a wide variety of authentic listening materials.

This chapter is structured so as to introduce my research in general terms. It includes an outline of and rationale for the research problem, aims of the study, research questions and predictions as well as the ethical considerations that were taken into account prior to and during my research.

1.2 Aim of the Study

The ultimate goals of any teaching process, including language teaching, are to help learners understand what they are studying and to cultivate the requisite skills. Any methods and strategies that may facilitate students' acquisition of their second language should thus be examined and explored. The objective of this thesis is to evaluate those approaches which may promote language learning and those which may hinder it. Hence this study aims to examine the effectiveness of using students' first language as a language teaching approach, particularly when such an initiative is integrated into other language teaching methods.

1.3 Research Questions

This study seeks answers to the following questions:

- What role does the first language play (Arabic, in this case) in improving students' L2 speaking skills?

- What are the participants' attitudes towards the use of their first language (Arabic) in English language teaching?

In order to find answers to these questions, this study predicts that:

- The first language (L1) is an efficient teaching resource for helping students to acquire their L2, especially in explaining the meaning of some words and expressions which have no direct equivalents in the L1.

- The first language helps students recognize and understand differences and similarities between the two languages.

- The proper choice of learning material and activities can affect the efficiency of using the first language within a language teaching approach.

- Learners' emotions may affect the learning process.

1.4 Ethical Considerations

When conducting any kind of research, there will be certain ethical issues that should be taken into account.

As the researcher I thus fully acknowledge any use of other people's ideas and thoughts, whether they are directly quoted or paraphrased (Silverman, 2000; Leedy & Ormrod, 2010). Permission from the school principal was sought before the commencement of the intervention. A meeting with the participants provided them with a general idea about the nature of the research to allow them to "make a reasonable informed judgement" as to whether or not to participate (Leedy & Ormrod, 2010: 102). In the consent letter it was made explicit to participants that their participation would be voluntary and that they were thus entitled to drop out at any time (Leedy & Ormrod, 2010). Due to the fact that all the participants have university degrees and are familiar with the requirements for successful research studies, some assurance was established that the drop-out rate from the course would most likely be kept low.

Confidentiality was guaranteed through the use of codes or numbers instead of participants' names (Leedy& Ormrod, 2010).

Viewing of video recordings of the lessons was firmly restricted to the researcher, my supervisors and the research participants. For the researcher and participants such videos were to constitute a valuable form of feedback which would further facilitate reflection on the methods and strategies used. In the interviews, I avoided using complex and complicated words and expressions. In other words, questions and concepts were to be conveyed in explicit language "within the grasp of the respondents" (Cohen et al, 2010:322). Moreover, participants would not be obliged to answer any questions they would prefer not to.

The findings of the study are presented in "a complete and honest fashion" whether or not they support its predictions (Leedy & Ormrod, 2010: 103).

Conscious of being the main research instrument myself, I adopt reflexivity as an approach. This allows me to process the research with an awareness of factors such as:

- the privileges and limitations of my position as a teacher-researcher and how to use the power I have in a way that does not suppress the voices of the research participants (Watt, 2007);

- the rapport I have to maintain with research participants through collaboration and a non-exploitative relationship in which to share and merge the knowledge we have (Skegges, 2002);

- the processes required for reflecting on my feelings and thoughts and the way in which these might influence the research (Watt, 2007; Skegges, 2002); and

- the issue of identity and tensions that might arise due to factors such as position, gender, age, culture etc (Skegges, 2002).

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1. 5 Research Outline

The following is a chapter-by-chapter outline of the key aspects covered.

Chapter 1: Introduction

In this chapter a general overview is provided of the research study. It includes the rationale for selecting this area of research, its aims, predicted findings, research questions, ethical considerations as well as a research outline.

Chapter 2: Theoretical Framework and Review of the Literature

In Chapter 2 I present the theories that are pertinent to my theoretical framework. This chapter consists of a review of the literature related to: the role of English worldwide and to South Africa in particular; second/foreign language education in general and using the first language in language teaching in particular; speaking skills and translanguaging.

Chapter 3: Methodology

The third chapter is devoted to research methodology and the rationale for adopting qualitative action research in my study. Furthermore, an explanation of the data collection tools and the rationale for their suitability to the nature of the research study is provided.

Chapter 4: Data Presentation and Analysis

This chapter is devoted to the presentation and analysis of classroom recordings, interviews and pre- and post-tests.

Chapter 5: Language and Identity

In this chapter I present and analyse the data collected from language biographies and the part of the interviews related to motives and identity.

Chapter 6: Conclusions and Recommendations

In this chapter I summarize the findings and the limitations of the study that in turn point the way forward towards future research.

Chapter Two

Theoretical Framework and Literature Review

2.1 Introduction

This study seeks to explore the role of the L1 in language classrooms to see to what extent it facilitates language learning. In order to make a cogent argument for the L1 as a pedagogical means it is necessary first to consider the issue of using the first language (L1) in second-language teaching together with some of the debates associated with this approach. These include the changing of attitudes and the arguments for and against using the L1.

This process will lay the foundation for the research and allow me to place the findings of the intervention in an appropriate context towards either support for or refutation of the predictions of this study.

2.2 Theoretical Framework

Before reviewing the literature related to the L1 in L2 teaching and learning, a suitable theoretical framework is presented as foundational to my research.

Due to the fact that this study attempts to investigate the effectiveness of the L1 in L2 teaching and learning through an Action Research methodology, and because that teaching and learning are human activities which take place in a real-world social and cultural context, I use Cummins' theory of Linguistic Interdependence in conjunction with the Activity Theory of Vygotsky to construct my theoretical framework. In order to add another dimension to this study, which it is hoped may help triangulate these two theories and provide further insight into the concept of language and identity, language biographies were used as data collection tools. To this end a review of the literature of language biographies and portraits, and their importance in language teaching and learning will be presented in Chapter Five.

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Similarly Ellis' beliefs about language teaching, offer an additional theoretical perspective to my study, but are discussed only in the relevant section of the data analysis chapter because they relate to a specific part of the data.

The concept of interdependence in L1 and L2 development originates from Skutnabb-Kangas and Toukomaa's work (1976) based on the language development of some Finnish immigrant children in Sweden where they found that "the degree of L1 development had a significant influence on L2 development" (Verhoeven, 1994: 382). Several years later Cummins (1978, 1979) conceptualized this assumption in a theory known as Linguistic Interdependence Hypothesis, and proposed a pair of correlated Hypotheses: (Verhoeven, 1994) the threshold hypothesis, "concerned with the cognitive and academic consequences of different patterns of bilingual skills and the developmental interdependence hypothesis address(ing) the functional interdependence between the development of L1 and L2 skills" (Cummins, 1979: 227). The central argument of the developmental interdependence hypothesis is that the L1 is a potential resource for scaffolding and overcoming difficulties faced by learners in their collaborative L2 learning (Ferguson, 2003) and that "the level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 at the time when intensive exposure to L2 begins" (Cummins, 1979: 233). Here Cummins talks about language and literacy skills which can be transferred from one language to another.

In 1981 Cummins elaborated upon the interdependence hypothesis stating that the relationship between L1 and L2 is not uni-directional. Hence, he argued, the transfer is not from L1 to L2 only but is reciprocal, and the transfer of skills together with cognitive development can thus also be the other way round (Cummins, 2008). Cummins (1979: 236) asserts that the relationship between L1 and L2 is reciprocal and interdependent.

In other words, recognizing the functional significance of the child's mother tongue in the developmental process can positively affect his/her L2 learning and by the same token,

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developing high levels of L2 skills may enhance the L1 skills and other aspects of cognitive functioning.

Thus he argues that extensive exposure to L2 along with insufficient motivation to maintain the L1 will impede the development of student's L1, which in turn will inhibit the successful acquisition of the bilingualism that Cummins perceives as a positive influence on both cognitive and linguistic development (Cummins, 1979; Verhoeven, 1994; Cummins, 2008). This is why Cummins believes that to maintain effective L2 learning, school programs and teachers need to acknowledge and accommodate the diverse linguistic and cultural capital students bring to the classroom (Cummins, 1979; Cummins, 2005).

Furthermore, in order to explain how the interdependence between language skills takes place, Cummins distinguishes between elements within what he refers to as the four quadrants model (Cummins, 1979; Verhoeven, 1994; Cummins, 2008). Such a framework may be used to understand and describe additive bilingualism where teachers activate and invest students' prior knowledge and experiences manifested in their Basic Interpersonal Communicative Skills (BICS) and their Cognitive Academic Language Proficiency (CALP). Students would have encoded and developed these skills and this proficiency in their L1 in order to "form the building blocks for new knowledge," which is what consequently facilitates learning through activating cognitive engagement (Lundgren, 2015: 3).

Cognitively Undemanding

Context	A	C	Context
Embedded	B	D	Reduced

Cognitively Demanding
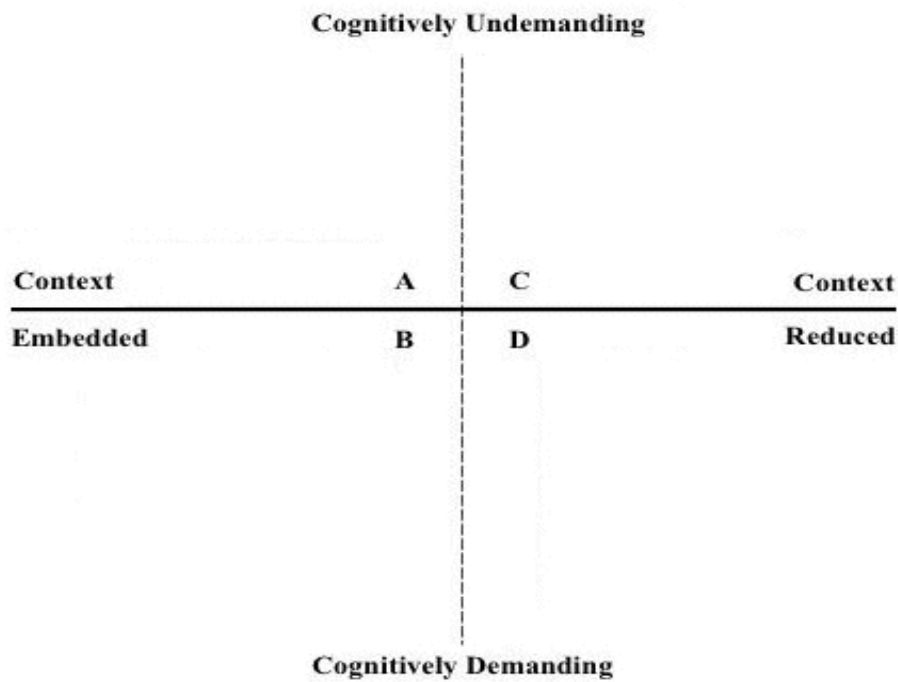
Figure 1. Cummins' (2000) Four quadrants model

It is the BICS Cummins refers to as context-embedded language used in everyday conversation, while the CALP refers to the context-reduced language that requires cognitive thinking (Ramani et al, 2007; Lundgren, 2015). The overall aim of the teaching process here is to help students expand their linguistic repertoire and to acquire the facility by which to develop their "entry-level BICS" to an "exit-level CALP" (Ramani et al, 2007: 211; Cummins, 2015). This can be achieved through teacher-facilitated interaction and the inculcation of positive attitudes towards literacy learning (Lundgren, 2015; Cummins, 2015).

Verhoeven (1994: 384) explains the difference between context-embedded and context-reduced language use, illustrating that in context-embedded communication meaning is actively negotiated by participants who give each other feedback and supply paralinguistic cues in case meaning is not fully understood. In context-reduced communication, learners are entirely dependent on linguistic cues to interpret the meaning and logic of the discourse.

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While both BICS and CALP are transferable, the one more relevant to this study is the CALP (Cummins, 1979; Cummins, 2008). There have been several critiques of BICS and CALP. Some describe the BICS and CALP distinction as oversimplified (Scarcella, 2003) and a "deficit theory" (MacSwan & Rolstad, 2003). For example, Scarcella (2003: 6) argues that the dichotomous conceptualization of language that the distinction presents "is not useful for understanding the complexities of academic English or the multiple variables affecting its development" and that the notion" is of limited practical value, since it fails to operationalize tasks and therefore does not generate tasks that teachers can use to help develop their students' academic English" (Scarcella: 2003: 7). Cummins has responded to this critique by asserting that this distinction helps to develop an understanding of the different stages of second language acquisition, and that it goes some way towards explaining how English language learners may be fluent speakers, yet under-achieving performers, in L2 academic English (Cummins, 1999; Cummins, 2008). He adds that "the BICS/CALP distinction was not formulated as a tool to generate academic tasks" and it "was not proposed as an overall theory of language proficiency but as a very specific conceptual distinction that has important implications for policy and practice" (Cummins, 2008: 78-79).

But according to MacSwan and Rolstad (2003: 332) one of the pitfalls of the BICS/CALP framework is that it "implies that the language of the educated classes is inherently superior to the language of the working class" since the CALP is conceptualized as "a developmentally more advanced form of language than BICS". Another pitfall that makes the distinction a deficit theory is that it attributes students' failure or under-achievement to internal deficiencies within the students themselves and not to the schooling to which they were subjected (MacSwan & Rolstad, 2003). Cummins' (2008) response to this criticism is his explanation that both BICS and CALP are cognitively demanding. He clarifies that they are developed differently and that "the sequential nature of BICS/CALP acquisition was

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suggested as typical in the specific situation … It was not suggested as an absolute order that applies in every situation" (Cummins, 1999: 3).

Regarding the concept of transfer, Cummins (2008: 69) states that there are five kinds of transfer that take place across languages: transfer of conceptual elements, transfer of metacognitive and metalinguistic strategies, transfer of pragmatic aspects of language use, transfer of specific linguistic elements and transfer of phonological awareness. He thus critiques the assumption inherent in the idea of the two solitudes in bilingual education which in turn is influenced by the Direct Method. His criticism is levelled at the presumption that the two languages must be kept rigidly separate to ensure successful L2 learning (Cummins, 2008). In his argument, Cummins (1979-2008) goes further, confirming that acknowledging and promoting the reality of cross-language transfer can give rise to a wide variety of opportunities which may promote effective language learning. His interdependence hypothesis – since it is related to the L1 – also highlights the importance of students' prior knowledge as an essential factor in L2 learning and the broadening of their foundation for further learning (Cummins, 1979; Ferguson, 2003). He confirms that "the role of prior knowledge is particularly relevant to the issue of teaching for transfer in the education of bilingual students because if students' prior knowledge is encoded in their L1, then their L1 is inevitably implicated in the learning of L2" (Cummins, 2008: 67).

Cummins' early work on the perception of interdependence of language skills has been also criticized by a number of scholars like Troike (1984) and Verhoeven (1991). In their view it neglects the role of socio-cultural factors such as motivation, power conflict and socio-economic background, all of which are translated into language behaviour as powerful factors in influencing deferential literacy achievement in a bilingual context (Verhoeven, 1994).

However, when one considers Cummins' later work, this critique does not seem accurate. In this work he emphasises the significance of empowerment and socio-cultural factors and he

argues for the importance of the apprehension of empowerment as "a central dimension of effective instruction" (Cummins, 2014: 149). His point is that the "articulation of instructional strategies that enable students to use their multilingual repertoires and academic language for powerful identity-affirming purposes will constitute a core component in addressing the impact of social marginalization" (Cummins, 2015: 278). A key aspect to developing language and literacy is to keep students active, value their motivation and learning abilities and position them as "contributing to knowledge making" (Lundgren, 2015: 6; Cummins, 2014). Connecting the curriculum to students' lives, drawing on their prior knowledge and experiences and valuing the linguistic and cultural capital students bring to the classroom can be identity-affirming. These approaches could serve to scaffold students' participation and ultimately lead to successful learning (Cummins, 2015; Cummins, 2014; Ramani et al, 2007; Lundgren, 2015).

Another theory that forms an appropriate framework to my study is Activity Theory because it provides a holistic understanding of human activities in a real-world social and cultural context by using activity as a unit of analysis by which to specify who is doing what, how and for what purpose (Vygotsky, 1978). Activity Theory, which is also known as the Cultural-historical Theory of Development, was introduced by the Russian psychologists Lev Vygotsky and his student Leont'ev, and founded on their research of cultural-historical psychology in the 1920s (Salkind, 2008; Hashim & Jones, 2007). Basically the theory addresses the cognitive development of human consciousness through the use of tools and artefacts (Vygotsky, 1978; ygotsky, 2012) and articulates "the implications of Vygotsky's claim that human behaviour results from the integration of socially and culturally constructed forms of mediation into human activity" (Lantolf, 2000). Even though it was modified and expanded by Leont'ev and Engeström in 1981 and 1987 respectively, the core of Activity Theory is still the same; it centres round an understanding of human consciousness (Lantolf,

2000; Hasan & Kazlauskas, 2014). The key concept of the theory is that human activity is a purposeful set of actions carried out through the use of physical or psychological tools including language, "the most significant *tool* for collaborative human activity" (Hasan & Kazlauskas, 2014: 9). Vygotsky's original model of a mediated act consists of three main elements: subject (the doer), object, mediating artefact (the tool) and the outcome.
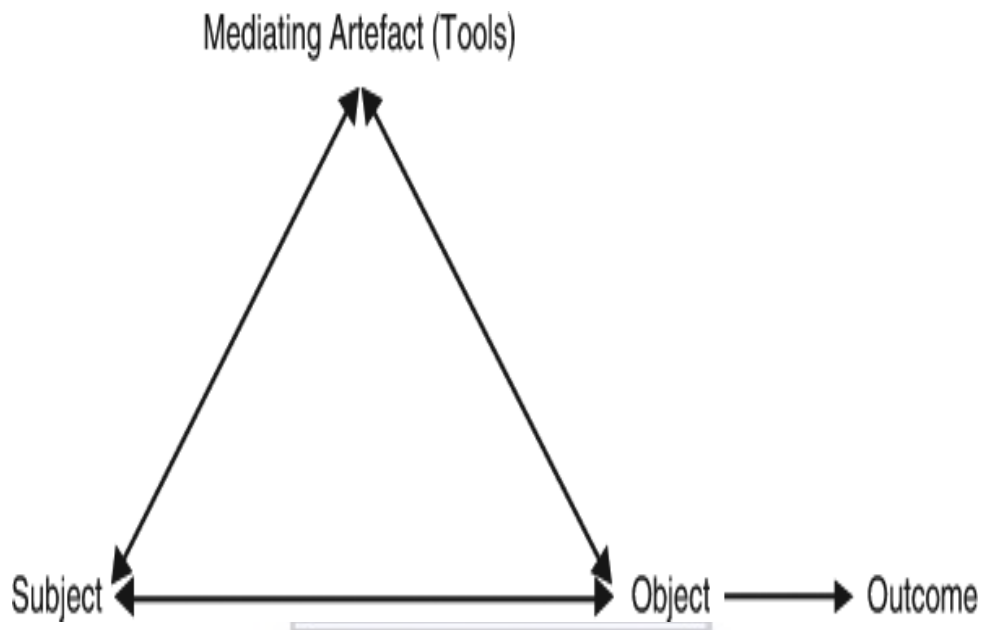
Figure 2. Vygotsky's model of the core of an activity (1978)

According to Vygotsky, these three main components subject, object and outcome are essential for each human activity and it is the relationship between these components that forms the core of an activity (Salkind, 2008; Lantolf, 2000; Hasan & Kazlauskas, 2014). In an activity 'the subject' is constituted by the doer(s) engaged in the activity driven by their various motives to do 'the object' which is the intended activity and 'the tool' is the mediating device by which the activity is done (Engeström, 2000; Hashim & Jones, 2007). Moreover, to ensure continuity, coherence and meaning an activity needs to be driven by a deep motive which is embedded in the object of the activity (Engeström, 2000).

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In 1981, Leont'ev presented a modified version of Vygotsky's model of an activity. According to Leont'ev an activity can be understood within a hierarchical system where it sits "above goal-oriented actions and underlying operations". It should always be understood in the context of its cultural and historical environment (Hasan & Kazlauskas, 2014: 10).
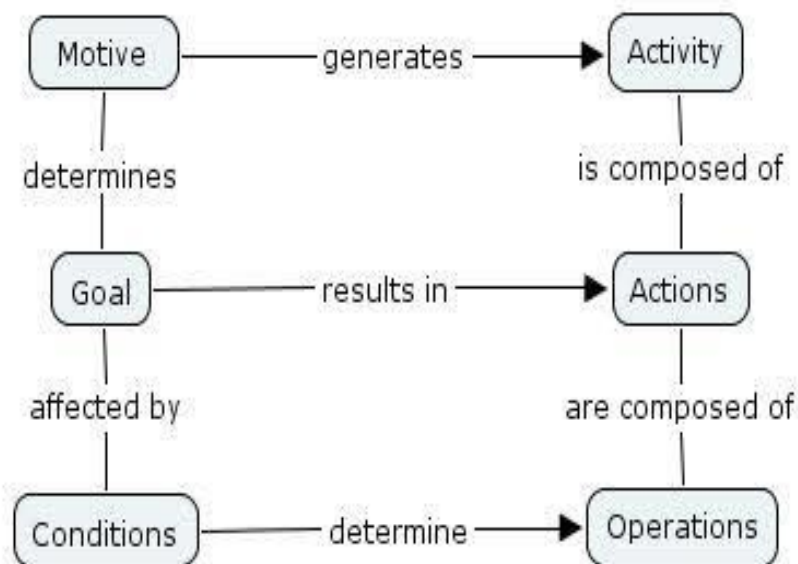
Figure 3. Leont'ev's expanded Activity Theory model (1981)

For Leont'ev, the difference between activities, actions and operations can be illustrated through the act of gear-changing when learning to drive. In his example the lesson is the activity, the need to learn how to change gears to be able to drive is the motive, and practice in changing gears is the object or the purpose of the activity. The learner conducts the activity through conscious actions with the goal of moving the clutch and the gear-stick as required, and through unconscious operations determined by the conditions such as how to move his/her hand or foot. Once changing gears is mastered, a new activity with different objects, actions and operations begins (Hasan & Kazlauskas, 2014). This means that an *activity* both mediates and is mediated by, the physical and psychological *tools* used, just as it is by the social context. This two-way concept of mediation implies that the capability and availability

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of *tools* mediates what can be done and the *tool* in turn, evolves to hold the historical knowledge of how a society works and is organized. *Tools* can be *primary* (physical), *secondary* (language, ideas, models, etc.) or *tertiary* (communities, context, or environments) (Hasan & Kazlauskas, 2014: 10-11).

On the basis of the foregoing analysis Engeström expanded Vygotsky and Leont'ev's models of activity theory by using the concept of a collective activity system which includes two more elements: rules and division of labour. The latter he argues, should be taken into account when analysing human activities (Engeström, 2000; Hashim & Jones, 2007; Hasan & Kazlauskas, 2014).
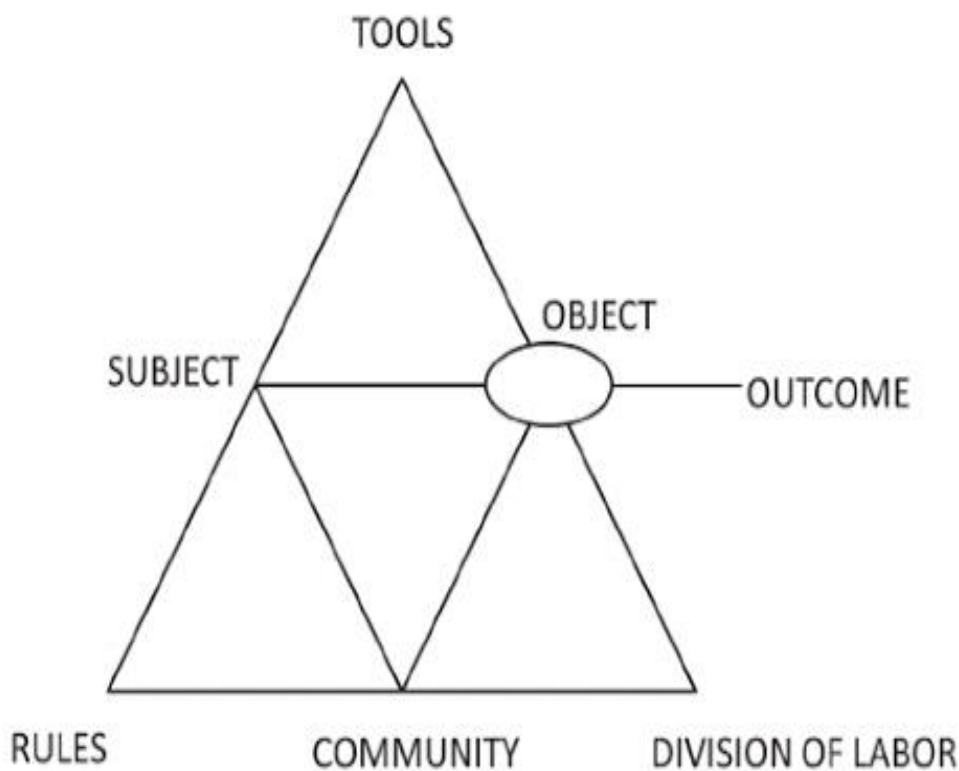
Figure 4. Engeström's Expanded Activity Theory (1987)

Engeström's expanded model depicts an activity as a system comprised of the subject (who conducts the activity), the object (why the activity is conducted), the tool or artefacts (by which the activity is conducted), the rules (how the activity should be conducted) and the

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division of labour (how the actions and operations are distributed among a community of workers) (Lantolf, 2000; Engeström, 2000; Hashim & Jones, 2007; Hasan & Kazlauskas, 2014). Engeström's theory explains the importance of the rules to mediate the relation between subject and community, the division of labour to mediate the relationship between object and community, and the tool to impact upon the interaction between the subject and the object (Hashim & Jones, 2007:6).

The value of Activity Theory is that it can be applied widely, and it inspires theoretical reflections within many fields of study (Engeström, 2000). It provides a framework and offers a lens for holistic understanding in the processes of analysing activities and determining follow-up action and operations (Lantolf, 2000; Salkind, 2008). This is because it "views activity not as a simple individual action but as being culturally and historically located" (Hashim & Jones, 2007: 18).

Activity Theory may be applied in fields that involve human activity such as psychology, culture, education and so on. Another example of the value of its application is the field of education – Scanlon and Issroff's research into the current use of learning technologies in higher education where students were the subjects, the purpose of the activity was the object, the tool was learning technology and the outcome was the promotion of learning. Their research demonstrates the appropriateness of activity theory for education research (Hashim & Jones, 2007).

According to Engeström (2000) the importance of activity theory lies in its usefulness in identifying contradictions within an activity system that helps teachers and practitioners to focus on the root of problems. He states:

> Such collaborative analysis and modelling is a crucial precondition for the creation of
> a shared vision for the expansive solution of the contradictions…to achieve such an

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expansion both conceptually and in practice, a new kind of learning process is needed.

(Engeström, 2000: 966-967)

Furthermore, he points out that the questioning of practice is an essential aspect of the learning cycle which begins with questioning and ends with reflecting and consolidating a new practice.
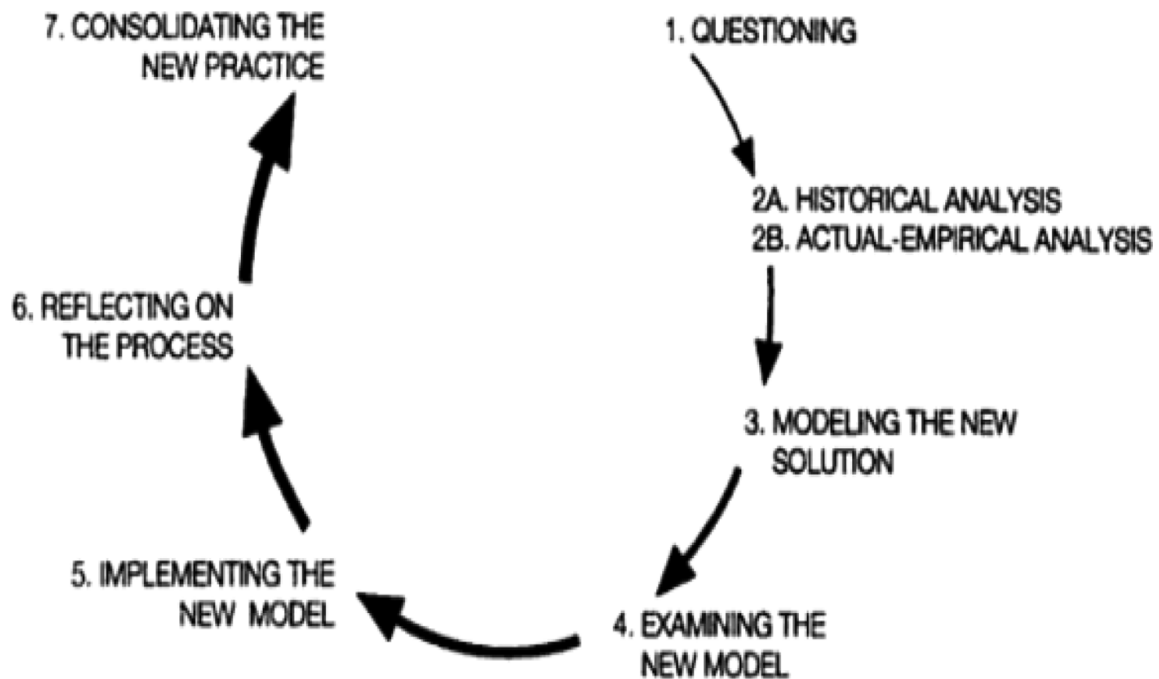
Figure 5. Expansive Cycle of Learning Actions (Engeström, 2000)

Similarly, this study follows the expansive cycle of learning action since its investigation is performed through action research. It is thus conducted through the process of planning, acting, reflecting, revising and adjusting my plans accordingly (Newman, 2000; Cohen et al, 2010). In this study I try to enhance the activity of teaching by using students' L1 as a tool, or mediating artefacts in communicative L2 teaching to achieve the desired outcome that is, further learning. I will apply these theories to my data analysis in Chapter Four.

2.3 Literature Review

2.3.1 The Role of English Worldwide

Generally speaking, there are various reasons why people seek to learn a second language or a foreign language. Among these reasons are colonization, immigration and lifestyle changes due to new developments in technology and communication. Since this study deals with teaching English as a second/ foreign language, and due to the fact that English is becoming more widely used, it is worth noting the role of English worldwide.

English may be considered a native language or a first language in the UK and the US, or as a second language in the order of learning, or as a foreign language when it is not used outside the classroom (McKay, 2010; Skutnabb-Kangas & McCarty, 2008). The concept of English becoming the Lingua Franca simply means English will be used "as (a) contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen foreign language of communication" (Firth, 1996 in McKay, 2010:90-91).

Canagarajah (2013) states that the significance of English might be due to what is referred to as "neoliberal orientations to human capital." His analysis critiques an emphasis on the importance of a uniform language for effective communication, warning that this would give power to the Lingua Franca, English. Such power is consolidated by the immigration and educational policies of host and home countries respectively (Canagarajah, 2013: 1).

From another perspective, McKay (2010: 96) argues that viewing English as a global language is born of the notion of "imagined communities." This entails a belief that learning English will pave the way for those learners to develop various benefits which in turn will fulfil their needs (Probyn, 2009; Mckay, 2010). Such thinking is strongly manifested in countries where speaking English is a requirement for employment. In these contexts, the

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more proficiently one speaks English, the greater one's chances of being employed (Canagarajah, 2013). This assumption – which is a direct result of the political agenda or what Auerbach refers to as "the Americanization movement" – has contributed to the spread of the perception of English as a natural and commonsense practice (Auerbach, 1993: 13). This movement sustained the idea of English-only classrooms. It is perhaps in reaction to ideas such as these that Phillipson (1992 and 2009:57) states that the spread of English as a global or international language was a driver and a consequence of what he refers to as "linguistic imperialism and linguicism," which "was manifestly a feature of the way nation-states privileged one language".

He also argues that English linguistic imperialism was supported by colonial language policy which prioritised one language in "teacher training, curriculum development and school timetables" all of which increased the expansion of English as a global language (Phillipson, 1992: 47; Phillipson, 2009). This ideology seems to be true of most areas that were under the control of the English colonial project. This kind of imperialist ideology is still prevalent in those countries although they are no longer under that "apparent occupation".

However Phillipson's analysis is contradicted by Spolsky (2004, 85) who asserts that "it was not colonial language policy... (but) the colonial situation, whereby one nation came to rule another, that produced the underlying inequality that turned out to be virtually impossible to overcome". In other words, imperialism and not *linguistic* imperialism is the real issue.

In a similar vein Byram (2003, 65-66) affirms Phillipson's view, stating that English as a foreign language (EFL) is almost synonymous with foreign language learning in many countries. This is a consequence of British colonialism perpetuated by US dominance of world affairs. He regards policy responses to the evolving significance of English as thus chiefly based on acceptance of the trend towards English.

Contrary to the concept of linguistic imperialism, Pennycook in his book *Global Englishes and Transcultural Flows* (2007: 6) explores the concept of "imagined communities refashioning identities", wherein he views English as "a translocal language, a language of fluidity and fixity that moves across, while becoming embedded in the materiality of localities and social relations". He elaborates on how different identities, beliefs, cultures and languages must be acknowledged and respected in order to promote linguistic and cultural diversity. Further mobility, productive linguistic and cultural integration and an expansion of the repertoires of participation may then become possible (Pennycook, 2007; Heugh, 2013).

Due to the fact that my research is conducted in the South African context, it is worthwhile to consider the role of English in South Africa, a country that has been influenced by the colonial, Apartheid and post-colonial phases which in turn have informed current language policy in South Africa (Heugh, 2013; Mckinney et al, 2015).

During the colonial era, the imperialist powers tried to enforce their languages as the languages of power and did not allow the systematic use of "any African language in high-status functions, nor even within domains such as secondary and tertiary education" (Alexander, 2000: 6). Between 1955 and 1976, the Apartheid government adopted an education policy that maintained ethno-linguistic separation between communities "based on the use of the mother tongue as the medium of instruction throughout primary schools for each ethnolinguistic group" (Heugh, 2013: 217). It inculcated the idea that languages are "stable, bounded entities clearly differentiated from one another" (Mckinney et al, 2015: 109).

In order to justify its "racist curriculum" the Apartheid government used the UNESCO declaration regarding the significance of using mother tongue as the language of teaching and learning also in the project they referred to 'Bantu education' (Alexander, 2000: 5; see also Heugh, 2013). This policy resulted in the recognition of nine indigenous African languages (Mckinney et al, 2015). However this educational policy of the mother tongue with its

separatist intentions for education was resisted by South African students who were more inclined towards English rather than Afrikaans (Heugh, 2013). After years of struggle against the Apartheid regime, South Africa managed to start a new era of post-apartheid government which is associated with many challenges including ones relating to language policy.

Even though languages had been perceived as "part of a set of human rights" (Heugh, 2013: 217) in the post-apartheid constitution, specifically between 1992 and 1995, the new constitution still partially maintained the Apartheid view of languages by adopting two ideological perspectives on language: segregationist and assimilationist (Heugh, 2013; Alexander, 2000). The selection of these two views which "together have influenced the trajectory of the way multilingual education policy has been understood and implemented since 1994" (Heugh, 2013: 218) was based on the fact that the co-existence of many indigenous languages was viewed as a problem, and English which was perceived to be a language of aspiration (Heugh, 2013; Alexander, 2000; Mazrui, 2002). Moreover, Heugh (2013: 218) asserts that despite the Constitution (RSA, 1996), which sets out the principles of linguistic equality for the eleven official languages in policy documents – up to the most recent document from DBE (2013b) – the state has positioned English, rather than the African languages, as the way towards what Bourdieu (1991) might term symbolic and material capital.

In her article *Slaves of English*, De Klerk (1995) tries to shed light on the day-to-day challenges in schools by bringing together a group of teachers who discuss language matters and express their concern that English is perceived as a superior language. They see that this attitude poses a consequent threat to local languages which are being marginalized and are even in decline (see also Mazrui, 2002). This concern has also been raised by Cummins (2015: 274) who confirms that the conception of English as "the language of power and social advancement" makes many parents "conclude that schools should maximize instructional

exposure to English". Mazrui (2002: 273) reaffirms the point that the predominance of English deepens linguistic dependency which in turn is related to intellectual and scientific dependency or what he refers to as the "Western package of modernity". Characteristically it comes with many cultural imperatives that seek to reproduce the image of the west elsewhere. One way to overcome the issue of dependency is through "a genuine revolution that … involves a widespread use of African languages as media of instruction" (Alexander, 2000: 13). Such an initiative would equip these African languages to respond to the stimulus of a wider range of civilizations and will increase the potential for enrichment (Mazrui, 2002; Klerk, 2005).

In an attempt to understand the nature of multilingualism and how to implement a multilingual educational policy, the education policy document declared a national system of additive bilingual or multilingual education. Its aim was to guarantee school students the right of equal access to curriculum (Heugh, 2013; Alexander, 2000; Mckinney et al, 2015). Despite the fact that the principle of additive multilingual education has been emphasised in the documentation accompanying every new curriculum, this principle has not been implemented. The reason for such non-compliance was due to a misconception that rendered additive multilingual education and transition to English incorrectly "as one and the same" (Heugh, 2013: 222).

According to Heugh (2013), misunderstanding the concept of additive multilingual education was not the only reason for the state's failure to create and implement a successful multilingual education policy between 1994 and 2012. She asserts that there were additional factors such as a separatist approach to discussions concerning language education policy, curriculum and assessment change. Problematically, the view taken of language isolated it as 'a subject' and thereby neglected its role as a *means* of learning. Also, "competing interests between different sets of stakeholders involved in curriculum and language policy

development" set in motion an attempt to find a one-size-fits-all solution, thus contributing to poor levels of achievement (Heugh, 2013:231).

From an empirical study of the relationship between monoglossic ideologies and children's participation in schools, Mckinney et al (2015: 121) found confirmation that the manner in which ideologies of language impact on pedagogy and on children's opportunities to participate in the classroom is indeed complex. Ideologies of linguistic purity and the requirement for the use of only one language at a time as authorized by the South African curriculum, combined with Anglo-normativity, frequently result in the misrecognition of children's linguistic resources. She also states that

> What counts as a language, or legitimate linguistic resources in these schooling contexts is always the set of resources named as 'English' … South African teachers are …entrapped (in) the (re)production of colonial language constructs of language practices that severely restrict children's participation. (Mckinney et al, 2015: 121)

2.3.2 Speaking Skills

Language can be defined as a system of symbols governed by grammatical rules to communicate meaning and to allow people to interact (Brown, 2000; Bashir et al, 2011). Since this study aims to investigate the effectiveness of the first language in improving students' L2 speaking skills, it is essential to consider these skills, their importance and the factors that underlie speaking effectiveness which should be considered when teaching speaking.

Learning a second language is not a linear uni-dimensional process but a nonlinear multidimensional modality (Brown, 2000; Shumin, 2002; Bashir et al, 2011). Like any other language skills, speaking skills have to be learnt and practised. Speaking is one of the key components of communication closely interwoven with listening (Gibbons, 2002; Dornbrack;

2009; Shumin, 2002). In other words, the production of language necessitates a link between listening and speaking in that both processes fundamentally involve comprehension and construction of meaning (Shumin, 2002; Dornbrack; 2009). Moreover, Gibbons (2002: 103) points out that "listening is an active process that depends not only on decoding the acoustic information – the sound – but also on the listener's in-the-head knowledge about the world and the structure of the language".

Listening and speaking contexts can be one-way or two-way depending on whether the situation is interactive such as face-to-face conversation, or partially interactive such as giving a speech, or non-interactive as when recording a speech for a radio broadcast (Bashir et al, 2011; Gibbons, 2002; Dornbrack; 2009; Shumin, 2002). In general therefore, listening is a key factor in the development of speaking as well as in other language skills (Gibbons, 2002; Shumin, 2002). Listening and speaking promote and strengthen each other.

According to Gibbons (2002) the assumption that teachers do not need to teach learners speaking skills because they are able to speak, is incorrect. She argues that on the contrary, the skills relating to interacting, debating, negotiating, and so on *should* be taught in order to help learners develop their language proficiency and to be able to interact in real life situations. This can be achieved by providing learners with a safe space in which they may apply these skills through maximum exposure to their L2, and by giving them sufficient opportunities in which to practise these skills (Gibbons, 2002). It is also important for language teachers to be aware of the different stages of language development in general and in particular when speaking skills are being formed. This includes the silent period, early speech production, speech emergence, intermediate fluency and advanced fluency (Bashir et al, 2011). It is important to be conscious of the different stages in the acquisition of speaking skills. Awareness that activities selected should suit the level of the students will avert any negative impact which may otherwise arise. For example, in the first stage teachers can

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encourage students to engage in small talk rather than public oral presentations. Forcing students at this level to present publicly will do more harm than good because they are not ready yet. Performing such activities too early might only serve to increase their anxiety and, as a consequence, impede their language development (Dornbrack; 2009; Bashir et al, 2011).

Also it is essential to take into account the elements affecting the development of learners' speaking abilities such as age, knowledge, socio-cultural and affective factors (Gibbons, 2002; Shumin, 2002; Bashir et al, 2011). For instance, teachers must not expect adult learners to pronounce words and speak the language like native speakers due to the fact that "adult learners do not seem to have the same innate language-specific endowment or propensity as children for acquiring fluency and naturalness in spoken language" (Shumin, 2002: 205). Also, to be attentive to the link between speaking and knowledge teachers must not ask learners to discuss topics about which they do not have much information; topics should be of interest to students so that they are inspired to participate in conversations and discussions (Gibbons, 2002; Dornbrack; 2009).

Because language is a system of symbols and often involves social interaction, it follows that each language operates within a social and cultural context. It is thus of great importance that language teachers are aware of the socio-cultural factors that might affect oral communication. Teachers may help their students to sharpen their cultural awareness which in turn may shape students' communicative competence (Shumin, 2002, Kaschula & Anthonissen, 1997; Sapir, 1956).

In the same vein, 'affective factors' serves as an umbrella term which includes anxiety, identity, attitude, self-esteem, motivation and emotions that can positively or negatively influence language learning (Stroud & Wee, 2006; Shumin, 2002; Norton, 2010; Busch, 2006). Related to this, it should be noted that language learning is susceptible to anxiety due to the fact that adults fear making errors, losing face and being judged by others (Stroud &

Wee, 2006). These feelings of uneasiness and frustration in turn can impede language development in general and the development of speaking skills in particular (Shumin, 2002). Therefore, instead of forcing (reluctant) students to speak hesitantly, teachers should create and develop activities that assist learners in overcoming their fear, reducing anxiety and encouraging participation (Gibbons, 2002; Stroud & Wee, 2006; Dornbrack; 2009). Showing encouragement and support, providing students with extensive exposure to authentic language, and providing them with a safe space in which they may apply their skills are also key factors that can help learners expand their knowledge of the language, overcome their anxiety and become confident speakers (Stroud & Wee, 2006; Dornbrack; 2009; Shumin, 2002).

In summary, language is a means of communication and interaction, and speaking is one of its key components. Speaking does not only mean our ability to speak, but includes other skills that one must learn in order to be able to communicate and interact effectively. These skills include the ability to negotiate, to debate, to argue a point, to interact, and so on. To ensure effective learning all these skills must be taught "conjointly as they interact with each other in natural behaviour" (Shumin, 2002: 209).

2.3.3 Second Language Teaching

The use of the first language as a classroom strategy in the teaching of foreign languages has been out of favour since the advent of new teaching methods such as the Communicative Approach, Task-based Learning and the Direct Method – all of which support monolingual teaching.

The objection to using the L1 came about because these approaches view translation as just another version of the grammar-translation method (Atkinson, 1987; Widdowson, 2001). According to these approaches the grammar-translation method focuses only upon

grammatical accuracy and rules, affording only second place to communication skills, after writing and reading proficiency (Melita, 2012: 4). In other words, these methods are premised on the idea that the L2 should always be the only medium of communication in language classrooms (Makalela; 2014) since "the quantity of L2 input is especially important" (Duff & Polio, 1990: 154). However, Duff & Polio (1990) confirm that in relation to the amount of foreign language found in teacher talk in classrooms the ratio of L2 use in the classroom is determined by certain variables including, for example, teachers' proficiency, language type, content of the lesson and educational policy adopted by the school, institution or university. Such methods see translation as "detrimental both to fluency in communication and to the learner's development of a new language" (Cook, 2010:88).

However, in his argument for using translation as a pedagogical tool in language teaching, Cummins (2008) delineates the difference between translation and the Grammar Translation Method. He argues that translation helps "students to create multimedia texts that communicate in powerful and authentic ways with multiple audiences in both L1 and L2" (Cummins, 2008: 65). The difference between translation and Grammar Translation Method is that the former uses translation as an aid to enable students to communicate in authentic ways and create multimedia texts in both L1 and L2 while the latter focuses on the teaching of grammar only and uses translation as an end in itself (Cummins, 2008; Cook, 2010). This idea is discussed by Piasecka (1986 in Auerbach, 1993: 20) who argues that:

> Teaching bilingually does not mean a return to the Grammar Translation Method, but rather a standpoint which accepts that the thinking, feeling and artistic life of a person is very much rooted in their mother tongue. (Piasecka, 1986 cited in Auerbach, 1993: 20)

The CLT and Direct Method also premise their dismissal of the L1 use on the basis that the purpose of learning languages is communication in the target language, and that this cannot be

achieved by using the L1. Hence using L1 in L2 teaching and learning can cause mental confusion (Makalela, 2014). His statement about the Communicative Approach claims that it:

> was in part a response to external change and in part a development in pedagogical theory.... (He) argues that language learning cannot be successful for purposes of communication in real time if learners and teachers concentrate exclusively on acquiring linguistic competence, that is, (on an) ability to produce grammatically and phonologically correct sentences. (Byram, 2003: 68)

Thus the focus of language teaching has changed from grammatical competence – which refers to knowledge of grammar – to communicative competence which refers to the ability "to use the language for meaningful communication" (Richards, 2006:3). This ability includes the knowledge of language function, language setting, text-type and communication strategies such as being able to communicate even when language knowledge (Richards, 2006) is lacking. This is to say that for linguists CLT, has been seen as an answer to the question of what syllabi should be used and how these should be used to reflect the concept of communicative competence (Richards, 2006).

The rejection of using the first language in language teaching created what is referred to as an anti-L1 attitude. This attitude considers "translation as an artificial, stilted exercise that has no place in a communicative methodology" (Carreres, 2006:5). Moreover, this changing trend towards monolingual teaching enunciated ideas that depicted the native speaker as the ideal teacher and that if other languages are used standards of English drop (Phillipson, 1992). These ideas were amongst the main tenets emerging from the conference held at Makerere University in Uganda in 1961 (Phillipson, 1992). Such perspectives emanating from the Makerere Conference have led to the belief that the use of the first language is indicative of failure, deficiency or a blameworthy practice (Cook, 2001; Auerbach, 1993). Some researchers and linguists however, consider such tenets as fallacies or assumptions which

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should be examined and placed under scrutiny to verify their validity (Phillipson, 1992; Auerbach, 1993).

Of the latter persuasion, Phillipson (1992) and Auerbach (1993) argue that being a native speaker does not necessarily entail being an ideal teacher because teaching is not merely about the fluency of the teacher. Teaching requires knowledge, certain qualifications and specialized training (Auerbach, 1993; Baker, 2001). Phillipson (1992: 195) proposes that non-native teachers might be better than native ones in that those non-native teachers would have undergone "the laborious process of acquiring English as a second language and ... (might therefore) have insight into the linguistic and cultural needs of their learners". Also, non-native teachers usually share a cultural background with their students, which may in turn facilitate understanding and help students to acquire their second language (Auerbach, 1993; Cook, 2010).

Nevertheless, supporters of the monolingual teaching approach argue that there is an abundance of evidence to support the idea of excluding the L1 as a language learning approach.

The evidence for this is said to be premised on the way children acquire their first language, that is to say, without using any other language to help them become native speakers. Therefore the promoters of this idea believe that to achieve complete and successful second language acquisition, it should be taught in much the same way as the first language is processed (Cook, 2001; Cummins, 2008; Cook, 2010). This point of view is clearly manifested in the results Alseweed (2012: 116) drew from his study about the effectiveness of using the L1 in teaching L2 grammar which showed that "the frequent use of L1 in teaching L2 grammar has no observable or tangible positive effect on the students`` learning and comprehension" Widdowson (2001:12). However he argues that teaching a second or a foreign language necessarily implies the use of the L1, and that it cannot be achieved through

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monolingual teaching. He elicits the evidence that "the notion of a second language implies the existence of a first, and you cannot recognize what is foreign in a language without relating to another which is familiar" (p.12).

Due to globalization, and its occupying an essential place in the political, economic and social life of a country, foreign language teaching has become more significant for societies (Byram, 2003).

According to Byram (2003:60) the "three fundamental functions of all national education systems ... are to create the human capital required in a country's economy, to develop a sense of national identity, and to promote equality". However, this "sense of national identity" became threatened by the acquisition of a foreign or a "colonial language", a widespread practice induced by the colonial powers in the 19th and 20th centuries (Byram, 2003:60). In an attempt to reduce that threat and to maintain a balance between L1 and L2, some teaching methods based on translation were introduced. This was to ensure that the learning of that L2 with its beliefs and values would be conducted through the channel of one's own language with concomitant respect for the local culture (Byram, 2003; Mckay, 2010).

By the same token, Kramsch (2010: 204) confirms that recent developments in foreign language education "stress the social and historical dimensions of language learning and the need not just to teach one language/ one culture, but to put languages and cultures in relation with one another" (See also Mckay, 2010).

According to Byram (2003: 62) policies and aims of foreign language education have changed in response to "globalization and internationalization". Therefore the aim has changed from trying "to understand the high culture of great civilization" to using the language for the purpose of "daily communication and interaction with people from another country" (Byram, 2003: 63).

This shift in aims was apparent, for example, in foreign language policies in Japan, the United States and Europe where the focus moved from concentrating on how a language can be acquired to how a language can be used for the purpose of communication (Byram, 2003).

It was not only the aim and the focus of foreign language education that changed but also the classification of language learning, based upon how language learning is perceived by different scholars. According to Pishghadam et al (2013) language learning can be classified according to the following four main movements:

- the Behaviourist movement, which considers the teacher as the backbone of the teaching process, which is to say if the teacher provides the correct stimuli, learners will produce the expected and required response – learning;

- the Cognitive movement, which views language learning as a "conscious and reasoned thinking process" (Pishghadam et al, 2013:3) through which students construct their new knowledge upon their prior knowledge;

- the Social movement, which focuses on social interaction where the role of the teacher is seen as that of a language facilitator rather than an information sender and learners as active rather than passive receptors; and

- the Emotional movement, which focuses on the importance of emotion and how it can affect the learning process (Pishghadam et al, 2013).

The argument for the L1 is not restricted to language teaching only; it is also reflected in research relating to language ideologies. For example, Ruiz (1984: 56) states that language planning is influenced by three basic orientations: language-as-problem, language-as-right and language-as-resource, since these "orientations determine what is thinkable about language in society".

The approach of language-as-problem refers to the concept that language deficiencies, predominantly in English, are an obstacle to political, economic and social immersion and success (Ruiz, 1984). The second orientation, language-as-right, refers to the idea that a language minority has the right to use their language in all activities in daily communication (Ruiz, 1984; Garcia, 2009). This idea is essential in "affirm(ing) language-identification as both a legal entitlement and a natural endowment ... to translate the interests of language minority groups into a rights-language" (Ruiz, 1984: 64-65).

A third approach to language planning is language-as-resource, which "highlights the importance of co-operative language planning ... and tends to regard language-minority communities as (an) important resource of expertise" (Ruiz, 1984: 67/69). This in turn, helps to foster linguistic and cultural diversities (See also Kramsch, 2010; Mckay, 2010).

Moreover, proponents of monolingual teaching also claim that translation "is associated with deductive rather than inductive teaching, accuracy rather than fluency, writing rather than speaking, and invented rather than actual language use" (Cook, 2010: 121). Due to this critique, using the L1 in L2 teaching has been out of favour for many years. Using the second language in a foreign language classroom should, so the argument went, be maximized due to the fact that students have little, if any, chance to hear and use the second language outside the classroom. Therefore tasks such as classroom management, controlling behaviour and explaining activities should all be conducted in the second language because this will help students learn through "meaning focused input" (Nation, 2003: 3). However, opponents of the monolingual teaching approach cite some evidence against using this method. Such evidence includes the points that follow.

- Imposing the monolingual approach often leads to participants' refraining from taking part in classroom activities, and consequent frustration. This frustration

prevents students from making progress and in most cases results in their dropping out (Auerbach, 1993; Garcia, 2001; Nation, 2003).

- Excluding students' first language means also excluding their culture, life experience and linguistic resources. This exclusion generates a feeling of uncertainty and intimidation which negatively affects language learning (Auerbach, 1993; Cummins, 2008; Nation, 2003; Garcia, 2001).

Childs (2016, 22-23) alerts one to the idea of exclusion by confirming that rejecting students' language and culture is one way of dehumanizing them which in turn can create a sense of humiliation. As a consequence, this can negatively affect the motivation to learn L2 as the acquisition of L2 may be perceived as a threat to the learners' identity (Cummins, 1979).

In a marginal variation of the monolingual teaching tenets, Nation (2003) argues that the important role played by the first language should not be neglected. Nevertheless, this attitude has changed noticeably over the last few years. Currently there is more research and a wider range of teaching approaches which argue in favour of integrating the L1 in language teaching. This implies an increasing awareness of its importance as a pedagogical tool. Among these teaching methods are Concurrent Method, Community Language Learning and Dodson's Bilingual Method. Regardless of the way in which each method uses the L1, each of them states that it plays an important role in fostering L2 learning and in assisting students to grasp the meaning of the new language (Cook, 2001). Using the L1 in an L2 classroom can thus facilitate understanding and provide students with a sense of belonging which in turn would allow for better progress (Schweers, 1999; Auerbach, 1993; Garcia, 2001).

The L1 can also play a significant role in encouraging students to cope with the challenges they face in language learning (Schweers, 1999). Schweers (1999) also argues that L1 can generate a good relationship between teachers and students which in turn promotes language

learning. Dagiliene (2012:124) illustrates that the use of the L1 focuses on 'helping learners acquire, develop and strengthen their knowledge and competence in the English language."

The aim of this study is to explore the effectiveness of using students' L1 (Arabic in this case) to establish the extent to which it might scaffold the learning of English as a second language, particularly in developing students' speaking practice. I use the term translanguaging in this study because it does not indicate diglossic functional separation when languages are used by bi/multilinguals (Garcia, 2009: 298).

2.3.4 Translanguaging

The term 'translanguaging' was coined by Cen Williams and Dafydd Whittal in 1994 in an attempt to ease the language conflict which had arisen between the dominant language, English, and the endangered language, Welsh. It is now used to refer to the process that allows the latter a voice in education (Mwinda & Van der Walt, 2015: 102). Translanguaging is thus a new term that has not received adequate investigation, and so there is a need for further research to be carried out to explore translanguaging practices and to develop effective "teachable resources" (Creese & Blackledge, 2010).

Nonetheless translanguaging may simply be defined as a systematic pedagogical means by which to "challenge views of languages as separate entities" and through which bi/multilinguals may navigate between the language that they know and the new one, in order to mediate understanding and to "communicate in a range of social contexts" (Childs, 2016: 24/26). The concept of translanguaging as a pedagogical practice can promote more dynamic bilingualism dual-languaging processing without functional separation between these languages (García, 2009). For instance, Canagarajah (2011: 1) points out that for multilinguals, languages form part of a repertoire that is accessed for communicative purposes. For them languages are not discrete and separated, but rather elements within an

integrated system. Multilingual competence emerges from local practices where multiple languages are negotiated for communication; competence does not consist of separate competencies for each language, but a multicompetence that functions symbiotically for the different languages in one's repertoire.

For all the foregoing reasons proficiency for multilinguals is focused on repertoire building, that is, developing abilities in the different functions served by different languages rather than total mastery of each language. Garcia (2009), Canagarajah 2011, Mwinda & Van der Walt (2015) state that translanguaging as an umbrella term refers to pedagogical practices that perceive bilingualism not as a barrier but as a resource which can promote meta-linguistic awareness as well as students' receptive and productive strategies.

Translanguaging pedagogical practices may include codeswitching, the preview-view-review approach and translation, to note a few (Mwinda & Van der Walt, 2015; Creese & Blackledge, 2010; Childs, 2016). However, in order for these pedagogical strategies to be effective and promote language proficiency, they must not be unplanned or random. Instead they should be used in a purposeful and responsible way (Probyn, 2015; Mwinda & Van der Walt, 2015). Mwinda & Van der Walt (2015: 100/104) argue that translanguaging teaching strategies could be used as resources for building English vocabulary and may thereby provide greater access to the curriculum and lesson accomplishment. Because codeswitching is considered a translanguaging pedagogical strategy, research conducted on codeswitching in language teaching is also included in the literature of this study.

In her study of classroom codeswitching in township schools in South Africa, Probyn (2009) uses the expression "smuggling the vernacular into classroom" to indicate to what extent students' first language is contested and resisted. Probyn (2009:123) states that teachers use both English and Xhosa in order to "engage learners in co-constructing understanding" by allowing the students to express their ideas in their first language, which is Xhosa, when they

cannot do so in English; and then teachers help students rephrase or translate these ideas into English. As Ferguson observes, codeswitching simply means "to alternate between languages ... and is one potential resource for mitigating the difficulties experienced by pupils studying content subjects through a foreign language medium" (Ferguson, 2003: 38-48).

Furthermore codeswitching may serve several functions.

- It may facilitate curriculum access by enabling students' understanding of lesson content, and it may allow for explanations when meaning is hard to access due to difficult vocabulary and expressions.

- It may streamline classroom management by gaining and redirecting the attention of the students, explaining activities and instructions, and sustaining their motivation and their participation.

- And it may enhance interpersonal relations through establishing a good relationship between teachers and students and by generating warmth in the classroom environment (Ferguson, 2003; Khresheh, 2012; Modupeola, 2013).

However, in his study aimed at examining codeswitching in language teaching in Nigeria, Modupeola (2013) came to the conclusion that codeswitching is important in the early stages of language learning and that it should be gradually reduced in accordance with the level of progress students make. In line with Ferguson, Bhooth et al (2013: 76) confirm that "L1 can be used as a scaffolding strategy by students in facilitating their learning and can be used as a pedagogical tool by the teacher to enhance learning experience as well as maximize engagement in the classroom". This conclusion was based on the findings from their study whose aim it was to examine the use of Arabic in an EFL reading classroom in a university in Yemen. The same conclusion was reached in another earlier study conducted by Khresheh (2012); its purpose was to investigate when and why to use Arabic in the Saudi Arabian EFL

classrooms. From the data he collected and analysed, Khresheh (2012, 78) found that "Arabic can be used as an eclectic technique in certain instances regardless of what teaching method is employed". In the same year (2012), Machaal conducted a similar study in a Saudi college for the same purpose. The conclusion he reached made a strong connection between efficiency of teaching methods and the use of Arabic in EFL classes. He then proposed that "for any practical methodology to be efficient in Saudi EFL classes, it needs to make use of Arabic as a mediating teaching-learning tool" (Machaal, 2012:215). Giaber (2014) goes a step further having probed the reasons why teachers use translation in EFL classrooms. Based on the data collected from a questionnaire given to 171 EFL teachers in Tripoli and surrounding areas in Libya, Giaber (2014:39) concludes that:

> Translation is widely used as a technique to check students' understanding, help students clarify the meanings of linguistic units, increase students' vocabulary, develop students' ability of contrastive analysis, and assess students' overall language learning. (Giaber, 2014:39)

Garcia (2009) highlights the significance of adopting heteroglossic language ideologies that view bilingualism as the norm, rather than the monoglossic language ideologies that focus on monolingualism and consider monolingual teaching as the only way through which language should be learnt. (See also Flores & Schissel, 2014). This is because, from her point of view, "it is impossible to live in bilingual communities and communicate among multilinguals without translanguaging" (Garcia, 2009: 151). Garcia's view is supported by the findings in an ethnographic research conducted by Creese & Blackledge (2010) in a complementary school in the United Kingdom whose focal languages are Gujarati and Chinese. They argue that there were times when two or more languages were required and that translanguaging was a valued resource by which "to identify performance, lesson accomplishment and participant confidence" (Blackedge & Creese, 2010: 213). McKay (2010) too argues that codeswitching

is an important means by which bilingual speakers of English signal their personal identity and social relationships. Sharing the same idea with McKay, Probyn's (2009: 134) conclusion – after having interviewed the teachers of Grade 8 Xhosa-speaking learners – is that "classroom codeswitching is not merely a matter of linguistic interest, but is also closely tied to issues of social justice for the majority of learners in South Africa". However, teachers feel guilty when they use translanguaging because the ideology of languages as pure and bounded entities still presides in the pronouncements of education department officials and advisors who condemn the use of more than one language in the classroom (McKinney et al, 2015:121). Some have even gone as far as describing the exclusion of the L1 as an "institutional racism" (Collingham, 1988 in Auerbach, 1993:22).

Despite views to the contrary, it seems clear that translanguaging practice is indeed required to facilitate the creation of learning contexts where the power of language and culture are accessed and shared by students and teachers. By using languages flexibly and strategically and by recognizing learners' identities, a balance between power relations in the classroom would be established (Garcia, 2009; Garcia & Wie, 2015; Childs, 2016).

Furthermore, encouraging codeswitching in classrooms is valuable in that it helps students recognize reasons for codeswitching. It enables them to use their first language in a way that improves proficiency in English (McKay, 2010). As a rebuttal to the critique of the Communicative Approach and its claim that translation is a barrier to real communication, Dagiliene (2012: 125) confirms Ross' position stating that "translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching". Another argument for translation as a pedagogical tool is that learners do it unconsciously when trying to understand and conceptualize what is said or written in their L2. In other words, understanding the unknown is always made possible by relating it to the known. This makes translation an unavoidably natural practice (Garcia, 2001; Cook, 2007). It

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is because we try to make sense of a new linguistic and conceptual world through the linguistic world with which we are already familiar. Codeswitching between L1 and L2 is thus naturally developmental and not some example of misguided behaviour (Harmer, 2001:131). In line with Harmer, Widdowson (2001: 9-11) confirms that:

> Learners cannot be immunized against the influence of their own language ... L2 language teaching practices a kind of sustained pedagogic pretence that it is dealing with only one language, whereas it is obvious that as far as L2 learning is concerned there are (at least) two languages involved. (Widdowson, 2001: 9-11)

Any attempt therefore, to completely exclude translation would be in vain. That is because "keeping the languages visibly separate in language teaching is contradicted by the invisible processes in students' minds" (Cook, 2001:408) (See also Creese & Blackledge, 2010).

Nevertheless, using the L1 as a classroom activity entails careful and deep thinking about the appropriateness of the activity selected, the materials to be included, the students' needs, the time available, and class size (Cook, 2010; Cook, 2001; Dagiliene, 2012; Nation, 2003). This is because learning L2 comes along with L1; the one does not replace the other. This is what scholars refer to as additive bilingualism (May, 2011). May (2011) echoes Canagarajah confirming the need for an additive bilingual approach to language teaching which accommodates students' values and needs and considers the relationship between L1 and L2 as complementary rather competitive, a factor which itself can result in long-term educational success. He adds that to understand what helps students to learn and develop a richer language learning discourse, it is essential to examine and acknowledge the link between identity and learning (May, 2011: 243). While acknowledging the necessity for sensitivity to particular students' needs and levels, Auerbach (1993) Cook (2010), and Nation (2003) argue that if properly designed and applied, translation activities can be used at all levels. Among the types of activities that can be used thus are simulation and role-play. These encourage oral fluency

because they assist students in understanding language through use, and they prepare students to react to such situations in real life (Harmer, 2001; Clanfield & Foord, 2000). Another example where using the L1 might be helpful is through "a preparatory L1 discussion" (Nation, 2003:3) before tackling a writing task in the L2. Nation (2003:3) explains that such a preparatory task helps provoke students' thinking which in turn will help them grasp the ideas "to get on top of the content". Such a task also provides learners with "relevant L2 vocabulary in a very supportive L1 context" (Nation, 2003:3) Further illustrations of cases where using students' first language might be effective may be cited in Atkinson, 1987; Auerbach, 1993; Cummins, 2008. In her article, Education, Multilingualism and Translanguaging in the 21st Century, Garcia (2009:154) states that allowing students to discuss and write their ideas in their first language "served as the spring board" that allowed a fourth grade bilingual student, who could not accomplish her tasks before, to write a complete fluent essay in English. Given the paramount role of the L1 in L2 teaching, Nation (2003) goes a step further, stating that excluding the use of the L1 is futile and is similar to excluding the use of pictures and real objects to explain the meaning of L2 vocabularies and sentences. Moreover, due to the indispensable "flow between the first and the second language acquisition" in relation to vocabulary, grammar as well as emotions, the first language plays a "significant role" in L2 teaching and learning (Pishghadam et al, 2013:11).

In summary, using the L1 can help students further understand their L2 and grasp its meanings. As earlier observed, Cummins (2008) believes that the L1 is not an impediment to language learning but potentially "a powerful intellectual resource". Canagarajah (2013) extends the point by emphasizing the value of the first language through highlighting its importance outside the confines of the classroom. He emphasizes that accepting and welcoming the language, culture and knowledge sources of "skilled migrants" might help those migrants develop their skills, engage with the host society, expand their repertoires and

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eventually perform their jobs effectively. It has also been shown that the first language can increase students' awareness of similarities and differences between their two languages and their cultures (Schweers, 1999; Carless, 2007). Nevertheless, this goal cannot be successfully achieved if the L1 is used in isolation of other teaching activities. The key concept for effective results is integration. Thus Atkinson (1987) states that the use of the first language cannot be a methodology itself but could constitute a strategy which plays several roles and at all levels. Baker (2001: 128) consolidates the concept of integrated strategies for learning stating that "successful language learners often select strategies such as translating, analyzing, planning and organizing that work well together". The carefully planned use of the L1 can therefore help both teachers and learners overcome some problems of comprehension; especially if "a meaning based L2 task is beyond the capabilities of the learners" (Nation, 2003:3). It is hence a futile pursuit to look for one best ideal method of language teaching and learning. Instead a number of effective methods may be used in an integrated approach (Atkinson, 1987; Baker, 2001; Nation, 2003; Dagiliene, 2012). This is because different students require different methods and techniques to help them acquire their second/ foreign language (Cook, 2007; Cook, 2010). These differences are due to differences in attitudes to language/s, emotions, motivations, cognitive abilities, gender, age, cultural background and individual differences between learners all of which resultantly affect learners' success (Baker, 2001; Pishghadam et al, 2013).

Since the aim of this study cannot be met by reviewing only the literature related to the core of the study and by outlining the theoretical framework, a methodology appropriate to conducting this research study is required. Chapter Three is thus devoted to discussing the research method and to presenting and justifying the tools used in the collection of data.

Chapter Three

Research Methodology

3.1 Introduction

This chapter presents an analytical discussion of the theoretical and empirical data of the study. This theoretical section seeks to establish a framework through a discussion of previous studies. The chapter thus includes the advantages and disadvantages regarding the use of the first language in second-language teaching.

Due to the nature of the topic, a qualitative action research approach was applied in the design of this study. This has several advantages. One is that it "can provide a 'deeper' more profound understanding of social phenomena than would be obtained from purely quantitative data" (Silverman, 2000:8). Another advantage is that a qualitative approach "appreciates complexity and multiple realities ... [and] allows designs to emerge during (the) study.... [It] studies single cases or small groups that build arguments for the study's confirmability" (Suter, 2012:347).

Critique of the lack of objectivity in qualitative research is addressed but also forestalled as a potential obstacle, through a triangulation strategy that relies on a wide range of data collection tools (Silverman, 2000; Leedy & Ormrod, 2010; Suter, 2012). This was done because as Suter states, "[t]riangulation greatly enhances the validity of qualitative findings" (Suter, 2012: 368).

The research entailed some aspects of an ethnographic methodology in that it was conducted over an extended period (six months) in a real classroom environment. A range of data collection methods was utilized. The focus was on the teacher's and the students' use of translanguaging as well as on students' interaction and their reaction to the methods of teaching and the activities used within the confines of the classroom environment. A case

study was therefore chosen as a means of procuring insights and in-depth analysis of how the first language may be utilized with other teaching strategies to improve second-language learning. As Cohen advises, a case study "provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (Cohen et al, 2010: 253).

The decision as to which research method to select for my study traversed the same steps prescribed by action research. In other words, I had to develop a plan, observe, reflect and then modify my plan accordingly. It was in fact the observation of my translation classes that led me to come to grips with the idea of my research topic and to identify the research problem. Following this decision concerning the topic, I was propelled to closely consider the literature relating to my topic and to reflect on an appropriate theoretical framework in which to ground my study. Based on the nature of the study, the identification of the research problem and the literature, I elected to design my study as qualitative action research using a wide range of tools for collecting data such as field-notes, diaries, observation, questionnaires and interviews. On reflection I considered that for my purposes having interviews would effectively overwrite the need for questionnaires as I could include relevant questions in the interview and simultaneously receive more informative answers/insights potentially. I thus adjusted my original plan accordingly. In reflecting on the merits and shortcomings of both structured and unstructured interviews, given the nature of the study I decided that semi-structured interviews best fitted the purpose of the study. These would maintain the focus of the research as well as the space given to interviewees in which to answer the questions and to express themselves freely and clearly. Semi-structured interviews would thus be informative in a way that would enrich the interview.

Once I had reflected on the use of field-notes and diaries I noticed that field-notes served as reminders, drawing my attention to the things I observed in the classroom, whereas diaries

channelled students' voices and led me to value them as research participants rather than as research subjects. Recognizing research participants as part of the community of researchers and allowing their voices to be heard both through speech and diaries further prompted me to adjust my plan again to include social media (WhatsApp) as one of the teaching strategies.

As the entire study was inspired by observation and its aims thus evolved to improve teaching practice, the inclusion of observation as a data collecting tool was essential. Indeed it was my observations that enabled me to notice the importance of student identities and to first comprehend that the linguistic and cultural capital they bring to the classroom might promote language learning. Therefore, I made yet another adjustment to my plan by deciding to use multimodal language portraits and biographies as tools for data collection. These would add another dimension to my study and facilitate an analysis of how students positioned themselves and their linguistic repertoires within this multimodality. It is thus both pertinent and interesting that through my own application of the cycle of observation, planning, acting and reflecting I adjusted my initial plan and decided to include field-notes, diaries, observation, interviews, language portraits, language biographies and social media as data collection tools for my study. These tools will be discussed in the following sections of this chapter. The analysis of the data collected through these tools was inspired/ informed by the theoretical framework of the study.

3.2 Action Research

As already stated, this study is designed as qualitative action research which is perceived as "a process of learning from experience, a dialectical interplay between practice, reflection and learning" rather than just a set of concrete steps (McNiff & Whitehead, 2002: 13). Because the topic was borne of my own teaching experience, the study was primed to be action research in nature in the sense that I was both researcher and teacher. I myself sought to understand how language learning can be better fostered. The term "action research" which is

recognised as a valid form of enquiry (McNiff & Whitehead, 2002: 1) was coined in 1946 by the social psychologist Kurt Lewin who believed that participation and collaboration is the best way to move people forward in post-war countries (Walter, 2009; Cohen et al, 2010). It is called action research because it has an action purpose both in its implementation and its underlying philosophies, which differentiates it from other social research methods. It connotes both change and action (Walter, 2009; Robertson, 2000). Action and participation are thus the key elements that form the basics of participatory action research (Walter, 2009, Leedy & Ormrod, 2010, Baldwin, 2012) since the practice under investigation is always in relation to other people (McNiff & Whitehead, 2002: 36).

The point of action research therefore is to help practitioners who conduct research *with* people, not *on* them as a community of interest to research (Baldwin, 2012; Robertson, 2000). Its directive here is to find ways to enhance the quality of teaching practice through the process of planning, acting, reflecting, revising and adjusting plans accordingly (Newman, 2000; McNiff & Whitehead, 2002; Cohen et al, 2010). The creative aspect of such a practical research method is that it tests knowledge in action, and through critical reflection upon action (Baldwin, 2012). In line with Cohen et al (2010) and Newman (2000), Walter (2009: 2) concurs that "within participatory action research the researcher is the tool for facilitating change, rather than the owner, director and expert in the research project". Cohen et al agree that:

> (Action research) involves keeping a personal journal in which we record our progress and our reflections about two parallel sets of learning: our learning about the practices we are studying ... and our learning about the process (the practice) of studying them. (Cohen et al, 2010:300-301)

This approach allowed me to observe and analyze the following:

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- strategies learners employed to learn their second language

- the effectiveness of the strategies I applied in the intervention

- learners' reactions to and feedback on the activities employed.

Indeed Cohen et al (2010:300-301) state that:

> Action research allows us to give a reasoned justification of our educational work to others because we can show how the evidence we have gathered and the critical reflection we have done have helped us to create a developed, tested and critically-examined rationale for what we are doing. (Cohen et al, 2010:300-301)

Basically I adopted the cyclical mode of action research as a living practice (McNiff & Whitehead, 2002: 7). It started with developing my plans, reflecting on my teaching practice, revising and adjusting my plans according to my reflection and then acting according to the adjusted plan (McNiff & Whitehead, 2002).

Figure 6. The cyclical mode of participatory action research

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In other words, it is the planning, acting, observing and reflecting of the first cycle that informs the second and so on (Walter, 2009; Robertson, 2000). As already noted, my observation of the translation classes at the Faculty of Education inspired my intention to plan a negotiated curriculum where a variety of teaching methods might be integrated in accordance with the needs of students. Incorporating students' needs and suggestions into developing my teaching practice maintained reciprocity within action research as well as self-reflexivity, each of which require the community of researchers (researcher and research participants) to be aware both of their predispositions and of their position within the research (Robertson, 2000; McNiff & Whitehead, 2002). I thus decided to use the same course book I had used, to teach my students listening and speaking. Besides my observations and intentions, asking my research participants about their expectations of English language courses prior to the intervention also helped me develop my action plans which later modified according to my observations and reflection. As with other research methods, participatory action research has been criticized in terms of validity, reliability and usability of research outcome (Walter, 2009). To encounter such a critique a variety of tools were used in the process of data collection.

3.3 Research Site, Course Logistics and Materials

The research was conducted in an English Language School in central Cape Town. It is a well-resourced and reputable language school which offers a wide range of English language courses to adult foreign language learners. These include full-time general English courses, courses which focus on only one or two of the four language skills as well as preparation courses for international language exams such as Cambridge, TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System). The Director of the school was very helpful and enthusiastic about the intervention, and encouraged any ambitious attempts to improve and foster language learning. The course used

in this study focused mainly on speaking skills and took place over a period of six months. I was aware that the participants might ask for help, for example, with reading. Therefore, in order to keep the course mainly focused on speaking skills, such help was made available but not within class time. The participants were divided into two groups after having been evaluated by means of a placement test before the commencement of the intervention. Both the pre-test and the post-test were conducted by the school teachers to lend more authenticity and reliability to the results of the intervention. Each group was taught three times a week and the duration of each lesson was ninety minutes. Although I used their school facilities and pre-and post-tests, the school had nothing to do with my curriculum.

It was on the 19th December 2014 that I explained to the principal the nature of the study and what I required of the school. As indicated, he welcomed the project and expressed an open-mindedness towards any innovative approach that might enhance the teaching methods at his own school where English is being taught to non-English speakers.

As the teacher-researcher I used the course books we had used for teaching in the Faculty of Arts, Tripoli University, and integrated other activities including the use of students' first language, to fit the purpose of the study. The result was a kind of a negotiated curriculum. This was because I took into account the wants and needs students had expressed when I met with them prior to starting the intervention. The meeting had served to explain the nature and the purpose of the study. I also tried to adapt it according to my observations of the lessons that were all recorded. The level of students' English proficiency was tested both prior to and after the intervention (by means of a pre-test and a post-test) in order to gauge the effectiveness of the intervention. The results of these tests are briefly discussed in Chapter Four.

3.4 Research Participants

Sampling or identifying the appropriate sample is an essential stage in any research study (Leedy & Ormrod, 2010; Cohen et al, 2010; Teddlie & Yu, 2007). Leedy and Ormrod (2010: 146) define sample as the particular entities selected for a research study, and sampling as the process by which these entities are selected.

To address the research questions, a convenience sampling technique was chosen. As its name implies, purposeful sampling can be defined as selecting units (individuals, groups of individuals or institutions) intentionally for specific purposes related to answering a question(s) in a research study (Teddlie & Yu, 2007; Leedy & Ormrod, 2010). In order to address "the issue of fitness for purpose" (Cohen et al, 2010: 361) and because identifying the sample depends on the research question(s) (Leedy & Ormrod, 2010), a group of twelve Arabic-speaking students were chosen as the research participants. All twelve are Libyan and aged between 25 and 40 – five males and seven females. Eight had scholarships to pursue MA studies, mainly in Medicine and Science. For most of the participants 2014 was their first year in South Africa. The eight MA students had expected to spend the first year of their bursary studying English in preparation for an extended university study period in South Africa.

Since my focus was on communicative skills, namely speaking, the number of participants was restricted to twelve students. Research participants were available and willing.

As already alluded to, in a special meeting, I explained to them the purpose of the intervention, its duration, and what I expected through their participation. Ethical issues such as their right to withdraw from the intervention, and their right to confidentiality were all explained. In signing the consent forms, they were also aware that they would be observed, video-/audio-recorded and interviewed. All research participants spoke Libyan Arabic as their first language which in the transcribed form, is fairly close to standard Arabic and is understood by most Arabic readers. Only nine students of the twelve eventually completed the

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course. Three students withdrew as they could not cope with the pressure of university studies and participation in the intervention.

3.5 Data Collection

Collecting information from multiple sources and reflecting on various perspectives can provide a better understanding of the topic under investigation and support the trustworthiness of the research methodology. In this study a wide range of data collection sources were utilized including those detailed in the sections that follow.

3.5.1 Field-notes and Diaries

Field-notes which are informed by research question(s) is one way of recalling information and documenting data collected through participant observation (Newbury, 2001; Mulhall, 2002). Due to the fact that I was the researcher and the teacher at the same time, field-notes were mainly used to help me jot things down quickly. In this way I compiled my notes about what I was observing in the classroom, as it occurred – in situ (Mulhall, 2002).

In the introductory meeting before the start of my intervention (teaching), in order to gain additional insights necessary to develop my work I asked the research participants about their concept of an English language course and what areas they would like such a course to focus on. In my view, if what is of importance to the learners (or students) is not recognized – their wants, their needs and their expectations – then this might affect the learning process as the classroom will have become decontextualized (Kumaravadivelu, 1999). So with the help of field-notes I had taken in the initial meeting, I tried to create a balance between what I have in the course-book and my research participants' voices. The importance of field-notes lay in the fact that they helped me recall the ideas that had come to mind in situ during observation (Mulhall, 2002, Cohen et al, 2010). In addition they provided the basis for information and interpretation which I included in my diary.

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According to Newbury (2001: 3), "The research diary can be seen as a melting pot for all of the different ingredients of a research project – prior experience, observations, readings, ideas – and a means of capturing the resulting interplay of elements". In the diary, I noted my initial comments and my interpretation of what I had observed. Then I jotted in my field-notes regarding the following focal points:

- the participants' interaction and participation in discussions; and

- how participants responded to using their L1 and translanguaging.

Participants were also asked to have their own diaries in which they could write and reflect on the method of teaching, activities, classroom management as well as whether these classes had helped them improve their English language level of proficiency. Such diaries confirmed whether my own interpretations were correct, thus enhancing their trustworthiness. Research participants were encouraged to write their diaries in Arabic, so that they could express themselves clearly.

The reason why I have not included data collected from diaries in my analysis is because it is not substantial, and the students did not make much use of these diaries. However, some students' notes were helpful. For example, in her diary, Warda indicated that she wanted the lessons to be more situational, such as going shopping, having a meal at a restaurant, asking about directions. Also, Hadeel and Shadi suggested the integration of technology through the use of a chat group on WhatsApp, an idea that was utilized in various ways. Further details and examples of how the WhatsApp chat group was used will be provided in the social media section in this chapter and in Chapter Four (the data analysis chapter).

3.5.2 Observation

As researcher and teacher I was engaged in a kind of participant observation. I observed respondents for six months; three times a week for ninety minutes per session. And as a

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participant observer I was able to observe research participants' use of language, their translanguaging practices and their participation in the classroom. This position also gave me access to non-verbal communication. That six-month period entailed making field-notes, writing my diary and gathering students' diaries every Friday. It was time-consuming because after audio-recording two 90-minute lessons per day, I had to listen carefully and transcribe the parts relating to my research questions. However, before we started our intervention I had tried to use my video camera in different contexts to ensure the quality of the recordings. Fortunately, all classroom recordings were dependable and the conversations were audible which might have been due to the small number of the students in each group. Observation was thus chosen as a resource tool by which to gather data as it allowed me, as the researcher, to notice unconscious practices and to gather live data (Leedy & Ormrod, 2010) which "yield(s) more valid and authentic data" (Cohen et al, 2010:396).

In order to "overcome the partialness of the observer's view of a single event" (Cohen et al, 2010:407) and in order to give more credibility to the notes taken during the class, the lessons were video recorded with the permission of the research participants. Such recordings provided a permanent source of data that could be referred to whenever needed. Also, these recordings allowed me to consider, for example, the method of teaching, students' interaction, and classroom management.

One of the limitations of this data source was not having enough time to write my field-notes since I was the teacher of the class in my study. Hence I had to jot down field-notes hastily. I video recorded all my lessons so as to triangulate such limitations. This was to avert observing trivialities and overlooking entities, and to compensate for the limitations of selective and insufficient memory at the expense of the richness of the event.

Adopting a reflexive approach became necessary since I was the researcher and the teacher at the same time. Pertinent here is Cohen's invoking of the process of reflexivity as:

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a self-conscious awareness of the effects that the participants-as-practitioners-and-researchers are having on the research process, how their values, attitudes, perceptions, opinions, actions, feelings etc. are feeding into the situation being studied. (Cohen et al, 2010: 310)

There was also the issue of subjectivity that had to be dealt with sensitively for trustworthiness to be ensured (Leedy & Ormrod, 2010; Cohen et al, 2010). How these two issues were managed is explained in Chapter Four (analysis chapter).

3.5.3 Interviews

As alluded to in Chapter One, this study seeks to explore the role of the L1 in language classrooms. One of the questions this research sought to explore was the attitude of the research participants towards the use of their first language (Arabic) in English language teaching. In order to answer this question and to validate the interpretations of the classroom analysis, the semi-structured face-to-face individual interview was selected as a further tool for data collection. This is because unlike structured ones, semi-structured interviews give respondents more space in which to explain their thoughts and perceptions and thus to make the interview more informative (Cohen et al, 2010; Leedy & Ormrod, 2010). Hence interviews were semi-structured "to allow both the research and the participants the freedom through which to explore an honest and authentic account" (McAteer, 2013: 73). Also, unlike structured interviews, semi-structured interviews allow new insights to surface (Leedy & Ormrod, 2010). Because they allow for flexibility, this means that the researcher can word the questions in the way he/she finds helpful and effective in serving the purpose of the study (McAteer, 2013). This flexibility is informed by some guideline questions which are related to the research question(s) and to the overall research problem (Leedy & Ormrod, 2010; McAteer, 2013). However unstructured interviews are avoided when a range of participants

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will be interviewed and this might not enable the researcher to "make comparisons among the interviewees" (Leedy & Ormrod, 2010:148).

In my initial plan, I had intended to use a closed questionnaire as an additional instrument by which to gather data to support the predictions of this study, and then to back it up with interviews. The idea arose in an attempt to avert the critique that questionnaires do not allow respondents to express themselves freely and to explain their answers (Silverman, 2000; Leedy & Ormrod, 2010; Cohen et al, 2010; Suter, 2012). However, I found that by interviewing all research participants there would be no point in using the questionnaire, particularly because I had used the interview to cover what may have been achieved by the questionnaire. Moreover, information I received from the interview about the research participants and their history with the English language would not have been as detailed and informative as it turned out to be, had I used the questionnaire. I therefore decided to restrict myself to using the interview. This decision meant face-to-face individual interviews gave respondents more space to explain their thoughts in "complete answers and responses" about the issue under investigation (Cohen et al, 2010: 351). Interviews were conducted in Arabic for the comfort of the participants to ensure that they fully understood the questions, and to allow them to explain and justify their responses clearly and accurately.

In interviews, it is important to notice the words and expressions people use to express themselves because these are sometimes key to their attitudes and feelings about specific matters or events. Also, for the interview to be effective and informative, it is important to pay special attention to the opening by creating an environment that makes the interviewee feel comfortable and at ease. This in turn helps the interviewer establish rapport with the interviewee. It also helps to maintain trust and encourage meaningful informative interaction. Small talk will give the interviewee the impression he/she is valued as an individual not just as a research participant (Cohen et al, 2010; Leedy & Ormrod, 2010). So before I started the

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interview I had a small talk with my interviewee, enquiring after his/her family and the progress of his/her studies. I also offered him/her a brief outline of how I would conduct the interview. After that small talk we started our interview to get answers for the main parts of it. The interview questions covered the following themes:

- Motivation for learning English, coming to South Africa and participating in the intervention

- Language and identity

- Use of the first language, and

- Evaluation of the course.

Under each theme there were sub-themes which are analyzed and discussed in Chapter Four and Chapter Five. The interviews were audio recorded and transcribed to maximize on the possibilities for gaining insights. These transcriptions were then translated into English. Samples of both the Arabic and the English versions of the questions are provided in Appendices 1 and 2.
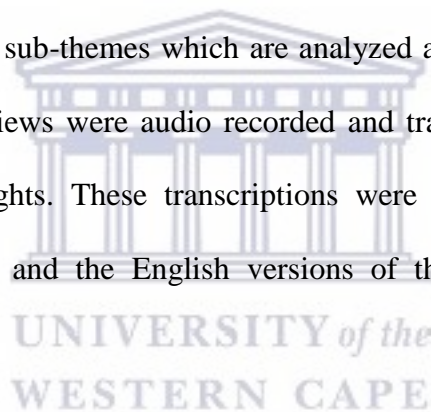
3.5.4 Language Biographies and Portraits

Since the core of this research is about learning another language, I thought it would be important to explore students' perception and understanding of the issue of language and identity. By using language biographies and portraits I was trying to find out how these students position and shape themselves within the frame of language. Positioning is defined as "the discursive process whereby selves are located in conversations as observably and subjectively coherent participants in a jointly-produced story line" (Davies and Harre cited in De Fina, 2012: 162). It is through their linguistic repertoire that students manifest their identity, which "is seen as a process firmly grounded in interaction" (De Fina, 2012: 155). My intention was to find out to what extent these students thought that learning a language other

than their L1 might affect their sense of identity and belonging; and the meanings they attach to their linguistic repertoires.

From my point of view, the way we perceive things is not fixed; rather, it is a dynamic process which might be affected by our native language (Kaschula & Anthonisssen, 1997). This is why I used language portraits and biographies as a further means to triangulate the results of my research and to gain greater insight into research participants' understanding of the concept of identity. Busch (2015: 2/16) argues that approaches such as language portraits and language biographies can provide essential insight and understanding in the field of multilingualism and linguistic diversity as well as its application in education to make students "more aware of their proper language practice". She considers language biographies as supplementary material and defines these as "the personal stories of language" and the narratives of one's course as manifest in the sense of "storied-self".

In my use of language portraits and biographies, my aim was to gain more insight into how students frame their linguistic repertoires in their lives. Each student was given a body silhouette and asked to colour it in using different colours to represent the languages and dialects that play a role in their lives. Students were simply told to consider these body silhouettes as representative of their own bodies and to tell me how they see themselves in terms of their repertoire. They were asked to think about the languages they know and even the ones they do not know which may form part of their identity. They were asked to choose the colours they would like to use and to colour in any part of the body silhouette they thought represented a specific element of their repertoire. They were then to state the colours and languages on the silhouettes, and to provide an explanation for their choices.

3.5.5 Social Media

Due to the rapid change and development in the information and telecommunication technologies – especially in mobile technologies which affect all fields of life – it is deemed necessary for learning institutions to make use of these technologies (Pence, 2007; Barhoumi, 2015; Abdul Fattah, 2015). Barhoumi (2015) confirms that language learning in general, and English language learning in particular, is one of the fields greatly influenced by these technologies. Typically illustrative of this influence is the social network which is defined as networked tools that facilitate interaction and the sharing of ideas between people, and increase the "opportunities of interaction and collaboration between teachers and learners" (Barhoumi, 2015: 117). The social network has already influenced language learning and teaching even though its effect has not yet expended itself fully (Pence, 2007).

In my study I therefore tried to integrate technology. I relied on media such as a projector and emails in order to facilitate learning. While the use of mobile applications such as WhatsApp was not originally part of my plan, the latter was taken on after having been suggested, and provided, by two of the students who desired that we integrate technology through the use of a chat group on WhatsApp. WhatsApp is a chat program deriving from the English question "What's up?" meaning "What's new?". It is an alternative cross-platform instant messaging application for smart-phones (Barhoumi, 2015; Abdul Fattah, 2015).

In his quasi-experimental study of the effectiveness of using WhatsApp messenger as one of mobile learning techniques to develop students' writing skills, Abdul Fattah (2015) draws the conclusion that such an application could play an important role in reinforcing vocabulary learning. He suggests that it could increase participation in the EFL classroom, encourage more writing and enhance interpersonal relationships. Furthermore, he recommends the use of the WhatsApp application also in the teaching of other skills such as listening and speaking,

suggesting that these could contribute to students' success and improve literacy development (Abdul Fattah, 2015).

In response to the students' request, and taking into account the claims some studies make regarding the importance of mobile technologies as learning tools, I agreed to start a chat group on WhatsApp. The plan was to pursue learning activities, practice the language through role-play, discuss various topics, clarify instructions and enhance personal relationships between members of the group community (the research participants and myself).

Examples of how this instant messaging application was used and how it affected communication and language learning are provided in Chapter Four.

3.6. Data Analysis

There is no "single 'right' way to analyze the data in qualitative research" (Leedy & Ormrod, 2010: 152). The following procedures were therefore used to analyze the data collected from the foregoing sources.

Cummins' theory of Interdependence and Vygotsky's Activity theory formed the theoretical framework for the analysis of data, as discussed in Chapter Two.

Because data collection and data analysis are inextricably linked (Silverman, 2000; Leedy & Ormrod, 2010), the technique of coding was used both on a daily basis and at the end of the intervention. Analyzing data gathered from live observation, audio-visual recordings, field-notes and diaries provided "constant comparison" on a daily basis. Thus from day to day this process of analysis also served to give direction to the teaching plan – from one lesson to the next. This research practice made lessons "better organized," and my "thoughts more sharply focused and refined" (Suter, 2012: 360).

I found my approach endorsed by Cohen's et al (2010:307) argument that researchers must "put the plan into action, monitor, adjust and evaluate what is taking place...(and) review and

plan what needs to be done in the light of the evaluation". This kind of observation enabled me to do critical classroom discourse analysis where different varieties of communicative repertoire were recognized. This in turn helped students understand and expand these varieties to use their repertoires in different language events (Rymes, 2010).

In addition, the analysis and the interpretation of the data collected through field-notes, diaries and the WhatsApp chat group was also guided by Cummins' hypothesis of transfer and Vygotsky's activity theory. Interviews were transcribed and analyzed by a software program ATLAS.ti in order to provide evidence for the interpretation of the data collected through observation and diaries. Such programs:

> facilitate coding, organization, and rapid retrieval of information...ease common tasks in qualitative research, such as searching for trends and relationships and building and testing theories. (Suter, 2012: 382)

Participants were tested twice: through a pre-test and a post-test. The results of these tests are presented in figures. Statistical analysis, which is an aspect of the quantitative methodology, was thus required to interpret these figures (Leedy & Ormrod, 2010), but owing to the very limited use of statistics, this study remains qualitative in orientation (Suter, 2012).

Research methodology and how a study will be applied forms an essential stage of any successful research method. In the case of my study, the adoption of a participatory action research method meant that the stages of action research would determine the selection of appropriate data collection tools.

The analysis of the data collected through these tools will be discussed in Chapter Four and Chapter Five.

Data Presentation and Analysis

4.1 Introduction

In this chapter I present and analyse the data I collected from classroom recordings, interviews, WhatsApp, field-notes and the pre- and post-intervention test.

Retrieving and transforming what one already knows is a crucial aspect of learning and involves the existing knowledge, expectations and ways of thinking and acting that learners bring to bear upon the new information, procedures or ways of understanding (Barnes, 1992:2). What I seek to do is to apply Engeström's (2000) expansive cycle of learning actions to investigate and reflect on the practice of using the L1 in L2 teaching and learning where the L1 is used as a mediating tool to achieve the object of the activity – further learning (Vygotsky, 1978).

When analysing the data collected from classroom observation, I found that in the linguistic context of my study the first language has more functions than simply that of providing equivalent words or expressions. Ferguson's concept of codeswitching thus offers a useful foothold to the term translanguaging that is applied in this study and explained in Chapter Two. Ferguson (2003: 39) classifies the functions of what he refers to as classroom codeswitching into three broad categories: curriculum access, classroom management and discourse and interpersonal relations. In order to highlight and explain the pedagogical value of translanguaging (Probyn, 2015) and how both the teacher and the students utilised the language resources in the classroom, it was worthwhile conducting a close analysis of the

video recordings of the lessons. These recordings will be analysed through the lens of critical classroom discourse analysis CCDA.

CCDA with its interpretive nature "can facilitate an understanding of the degree to which classroom participants are able or unable to create and utilise learning opportunities in class" (Kumaravadivelu, 1999:458). This is because the aim of language teaching is not only to help language learners use language effectively but also to help them engage critically amongst themselves (Kumaravadivelu, 1999:473). Due to the nature of this action research, CCDA can also help practising teachers observe, analyse, reflect and evaluate the content of their own classroom discourse and so become knowledge generators rather than knowledge transmitters (Kumaravadivelu, 1999:473).

As alluded to earlier, students' expectations were understood to express something about their identity and were therefore taken into account to establish a negotiated curriculum. The intention was to create a balance between the given curriculum and learners' needs and wants. In part Pennycook captures the rationale for this when he (2007: 155) emphasises that "educators need to grasp the different digital worlds of identification that our students inhabit as well as this interplay between the flow, fixity and fluidity of culture, language and identity."

The WhatsApp chat group was among the pedagogical tools I took on to use in our course.

This chat group was created almost fifty days after the commencement of our course on 5th March 2015, in response to the students' request. We used it to serve several purposes: to practise what we had learnt, perform some writing activities, to provide help and encouragement, to maintain rapport and express appreciation. Interestingly, all these 'gains' fall within Ferguson' classification of the functions of the L1 in L2 learning.

The following excerpts are examples of what we used this chat group for and how we utilised technology to support language learning where students' L1 were also integrated.

Excerpt 1:

Teacher: What can you say about this picture? [a picture of a field with colourful flowers and butterflies] 4/6/15 ،9:42 AM -

Teacher: It's a writing exercise guys.4/6/15 ،10:00 AM -

Ahmed: It is very nice picture .4/6/15 ،10:07 AM -

Ahmed: Also the butterfly show us the hope and the life is so sweet .4/6/15 ،10:17 AM -

Ahmed: I imagine sitting there with my family and suddenly our group come the same place we start chatting about the Engilsh even we foreget the time .4/6/15 ،10:35 AM -

Teacher: Good imagination Ahmed. I will look at the grammar and the writing and then come back to you4/6/15 ،10:40 AM -

Shadi: Butterfly it's fly 4/6/15 ،2:03 PM -

Teacher: (Ahmed) It's a very nice picture. The butterfly represents hope and shows us that life is so sweet. I imagine myself sitting there with my family. While we are sitting our group suddenly come to the same place and we start talking about English. We keep talking until we forget about time. Well done my friend ▢4/6/15 ،2:03 PM -**Teacher**: (Shadi) Yes fly is الذباب but butterfly is الفراشة4/6/15 ،2:10 PM -

Warda: Our lives have become difficult not that the life that was and we lived purely hearts and goodwill today is everything calculated as an account figures, but we always have hope in every morning with the brightness of each new day we feel the taste of life and the smell of spring and bright colors vibrant, wish serenity hearts this as serenity this picture my friend, do you agree with me??4/6/15 ،2:22 PM -

Teacher: Good job my friend. And here are my comments: It's our way of living that has become difficult not our life. We used to live with pure hearts and goodwill. But today everything has changed and we started considering everything as a number or a figure. However we still wake up every morning full of hope and that our day will be bright. So that we can taste life, smell spring and enjoy watching these bright colours. I wish that our hearts will become as serene as this picture my friend. ▢4/6/15 ،2:22 PM -

Teacher: Well done Warda 4/6/15 ،2:23 PM –

Excerpt 2:

Teacher: طلبتي اخواني الاعزاء. انا جدا سعيدة باداء الجميع اليوم. ابدعتوا بصراحة ومزيدا من التقدم ان شاء الله والى الامام. Well done guys. Today you were brilliant. All the best and keep it up. ▢3/20/15 ،6:50 PM -

Hadeel: Ameen3/20/15 ،6:50 PM -

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Ahmed: Thanks so much .3/20/15 ‹6:50 PM -

Tahani: Thanks3/20/15 ‹6:50 PM –

4.2 Using the L1

To return to the classroom data: transcribing our video recordings highlighted the areas or the aspects in which the students and I used our first language. With reference to Ferguson's functions of codeswitching (2003), the aspects or themes I found translanguaging was used for in our classroom include: curriculum access, classroom management discourse and interpersonal relations to maximize learning and to make language connections.

4.2.1 Curriculum Access

One of the ways in which the use of students' L1 proved helpful was that it provided access to the curriculum and clarified some areas of the English language which students found difficult or challenging to understand.

4.2.1.1 Understanding grammatical differences and similarities between the L1 and L2

The debate over the issue of teaching grammar and the selection of grammatical content is deep and wide. Some argue that grammar should be taught at an early stage to complete beginners whereas others argue that grammar is best taught at a later stage to those at the intermediate level (Ellis, 2006: 92/102). Ellis (2006: 92) emphasises that the teaching of grammar should be delayed "until learners have developed a basic communicative ability, i.e. context-embedded communication that provides the basis for the subsequent development of grammatical competence needed for context-free communication." It is Ellis' beliefs about language teaching that I will use in my analysis.

The next excerpt captures a conversation about universities and a question as to whether students had already been accepted. Students were trying to show sympathy and encourage Nabeel to accept that he would have to do his Honours first and then his MA because he had

only Level 6. It was in the context of this discussion that we could clarify the phrase '*get used to*'.

1. Teacher: you know what. it is a matter of being what uh **getting used** to something. when you get used to something Nabeel {معناها ان انت تتعود عليه It means to become accustomed to something.}

2. Ahmed: تتعود {Accustomed.}

3. Nabeel: get used. One word or two words?

4. Teacher: uh a kind of phrasal verbs. we call it (writing it on board). when you say that 'I used to visit, for example, my parents every weekend.'

5. Eman: [used to]

6. Ahmed: [used to play football]

7. Teacher: معناها توا انت تقدر تقول {This means 'you can say'.} I used, because now you are no more doing this. معناها اي شئ حصل في الماضي وماليش علاقة في الحاضر {Anything that happened in the past and has nothing to do with the present} just say '**I used to**'

8. Eman: I used to drink the milk.

9. Teacher: it's not 'the'

(the principal of the school just popped in smiling saying hi and bye and then left) (We all laugh)

10. **Teacher**: so it's not, you know guys, it's not uh 'the'. it's not I used to drink the milk. No, it's just milk, because it's an **uncountable noun**=

11. **Students**: =uncountable noun

12. Teacher: مانستخدموش معاه .اسم غير معدود واي اسم غير معدود {We do not use articles with uncountable nouns.} we don't use ['a, an or the']. if I hear Eman saying 'I used to drink milk', what we can understand from this?

13. Ahmed: she×3 was drinking uh but now she stopped.

14. Teacher: it might be because she is **allergic** to milk or it's just because now she **doesn't like** drinking milk, or she doesn't like milk. is it okay? when I say 'I used to' this means that something is done

15. Students: انتهى {Done.}

16. Teacher: yes, I'm not doing this anymore. يعني حاجة درتها في الماضي وتوا نهائيا معاش ندير فيها {Something I used to do but am no longer doing} (0.8) 'I get used' and 'getting used'. you know what (0.3) uh - lets say that the first days or the first months after coming here to South Africa we had some problems, lets say with uh with the traffic - lets say, or transportation or whatever. then I can just - do you know what guys 'I'm [getting used to this] traffic'

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{I think I am بديت [نتعود]على هالزحمة, يعني معاش بدت تنرفز فيا زي ما كانت في الاول نحس في روحي becoming accustomed to this traffic and it does not work on my nerves as before.}

17. Eman: {get used} [نتعود]

18. Teacher: I'm getting used معناها انا في حالة تعود {It means I feel accustomed to something.} yeah you can just get used to something

19. Nabeel: when something happened×2 uh is uh in th:::e past

20. Teacher: something in the past and you are not doing it any more, then it is 'I used to' without get

21. Ahmed: (I used)×2 to study hard, but now I don't study anymore. يعني حاجة كانت {Something I used to do...}

22. Teacher: لكن خلاص عادة وانقطعت {But now I don't do it anymore.} it has nothing to do with ×2 the present tense with now. So it is 'used to' but I- when I 'get used to' something- you know what- I'm getting used to this computer, this new computer, or this new ipad, or new laptop or whatever معناها انا في الاول كان صعب على ماتقلمتش معاها لكن توا خلاص بديت نتاقلم معاه {It means at the beginning it was difficult for me to use this computer but now I am becoming accustomed to it.}

23. Eman: [I'm getting used]

24.Teacher: [بالزبط] {Exactly!}

(LT-4 May)

Arabic was also used in this extract to serve different functions. For example, in turn 7, 16 and 22 I was trying to clarify the difference between 'get used to' and 'used to' because most of the students thought that they are the same and can be used interchangeably. This is in line with Ellis' idea about the teaching of grammar. Ellis (2006: 100) states that "teaching grammar can be incidental, where attention to form in the context of a communicative activity is not predetermined but rather occurs in accordance with the participants' linguistic needs as the activity proceeds." In turn 12, I used Arabic to correct a student's grammatical errors and to explain meta-language, drawing on students' explicit grammatical knowledge of their L1. Explaining such grammatical issues by referring to students' prior knowledge of grammar in their L1 was direct and to the point and saved us time because all students had to do was to remember the grammatical rule of countable and uncountable in their L1. This type of metalinguistic transfer (Cummins, 2008) facilitates the development of a metalinguistic

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awareness (Rymes, 2010) through constant comparison between the L1 and L2. To establish full understanding of the meaning of an expression, functional drill work was used for students by which to practice what they had learnt and become used to the expression.

In turns 15 and 17 students' use of the L1 was made to ensure that they understood the uses of these two phrasal verbs and the difference between them, while in turn 24 Arabic was used for affirmation purposes and to give the student the impression that what he said was right.

Another example of such use of the L1 was when we were talking about how to cancel an appointment and Ahmed and his friend were telling us their story**.**

1. Nabeel: yeah˟2 like something happened uh suddenly. he was coming to::: to us

2. Teacher: حتى هادي العبارة حلوة. كان من المفترض. وحتلاقوها دائما he was supposed to come to us {This is another nice phrasal verb and it is regularly used in تستخدم في الكلام. كان المفروض speech.} **supposed to**. for example, (writing the sentence on board and students are writing it down) he was supposed to وتقول بعدين الفعل متاعك {Then you say the verb of the sentence.} كان من المفترض according to your sentence. he was supposed to come with us. he was supposed {In the اصل الفعل} –the verb in the present is} suppose وفي past يصير {'was supposed to'} past it becomes} supposed.

3. Nabeel: supposed to

4. Teacher: الفعل هذا دائما مرتبط بحرف الجر {This verb should always be followed by this preposition.} **supposed to. h**e is supposed to. they are supposed to. they were supposed to.

5. Ahmed: can I say I [supposed] to take my children?

6. Teacher: [**I am˟2**]

7. Ahmed: yeah, I am supposed to take my children to::::: swimming because I promised them to take them

8.Teacher: perfect

(LT-26 Jan)

The L1 is also used by drawing on students' grammatical knowledge to explain metalinguistic terms such as verb, preposition, present and past – as in turn 2. Such a purposeful use of the L1 facilitated interaction and helped the student feel comfortable in initiating dialogue to clarify a grammatical point. This is illustrated in turn 5 when Ahmed wanted to make sure that

his sentence was correct so he tried again by using 'supposed to' in another sentence, similar to the one he had initially used. This kind of interaction with its accompanying sense of ease and relaxation motivated students to try things for themselves.

For instance, the excerpt that follows captures an exchange which occurred while we were watching a video about how to introduce ourselves and answer questions about our family. In the video we heard one person asking someone else '*Do you get along with your sister*? Students could not understand the question because of the phrasal verb '*get along with*'. I therefore, tried to explain it by providing its equivalent in Arabic.

Teacher: regarding the question *Do you **get along** with your sister*? get along with someone always keep it in mind يعني هل علاقتكم جيدة مع بعض؟{Do you have a good relationship?}. do you get along with your boss, for example. هل علاقتك جيدة مع مديرك؟ {Do you get along with your boss?}. 'get along with' ثلاثة كلمات {three words} we call it phrasal verb. I don't get along with someone يعني مافيش انسجام أو علاقتي غير جيدة مع فلان{I do not have a good relationship with Mr X.}. so always keep this in mind.

Nabeel: where can I use this word?

Teacher: you mean get along with?

Nabeel: get along, for example, to my friend, my wife to m::y or an::y person?

Teacher: yes×2. to whoever. you can just. as I told you [you can ask someone]

Nabeel: [nothing special] with this word?

Teacher: no×3. It has nothing special or special meaning.

Fatima: for people. Just for another people.

Teacher: you can ask anyone 'do you get along with? يعني هل علاقتك جيدة مع فلان؟

{Do you have a good relationship with Mr X?}. This is what does it mean. مع زوجتك, مع أختك, مع أخوك {–with your brother, your sister, your wife.} or whoever. Do you get along with your uncle? هل علاقتك جيدة مع عمك{Do you have a good relationship with your uncle?} Sometimes I can ask you 'do you get along with your father?' هل علاقتك جيدة مع أبوك؟ {Do you have a good relationship with your father?} Sometimes there might be a kind of tension نوع من التوتر {a kind of tension} in the relationship between fathers and=

Students: = and sons

(LT-9 Feb)

In the foregoing extract the first language was used to help students understand the meaning of the phrasal verb 'get along with'. Due to the differences between the two languages, Arabic-speaking students usually face problems in English when requiring phrasal verbs. In turn 1, Arabic was used to explain the meaning of this phrasal verb. In turn 9, I responded to Nabeel's question about whether this phrasal verb has a special use. I used the L1 to assure understanding and confirm that there is no special use of this phrasal verb.

Another example emerged from role-playing a hospital scene to ascertain how to explain a problem to the doctor. Through our practice, I noticed that students have problems with pronouns so I tried to explain these pronouns to them with the aid of their first language as well as through some drill work, to clarify the difference between subject, object and possessive pronouns.

1. Teacher: me . so 'me' is the same as 'I' . but do you know why I have always to use 'me' here and I can't say 'she gave I'? (6 seconds)

2. S4: because uh 'I' ×2 uh=

3. Warda: =the same تقريبا {–approximately}

4. Ahmed: not the same thing

5. Teacher: in English we have what we call it 'subject pronouns' and we have what we call it 'object pronouns'=

6.Students: =object pronouns

7. Nabeel: he teaches me

8. Teacher: **excellent**. **he** teaches **me**. **very good**. because he, Ahmed (pointing at Ahmed) is the doer and Nabeel (pointing at Nabeel) is the object. so he teaches me. But if it is the opposite Nabeel it becomes?

9. Nabeel: I teach him.

10. Teacher: **very good**. I teach him. It's not **I** teach **he.** It's I teach him. now let's talk about what we call it possessive pronouns ظمائر الملكية{possessive pronouns} Warda, Tahani كتابك , حاجتهم, كمبيوتري, مفتاحي, شنطك, لما بنقول حاجتي (drawing students attention) الكل {everyone} {when you say my book, her stuff, their stuff, my computer, my key, your bag etc.} حاجتها , see, this is what we mean by '**possessive pronouns**' ظمائر الملكية in Arabic {احنا بالعربي نقولولهم ظمائر الملكية we call them possessive pronouns.}

13. Students: ظمائر الملكية{possessive pronouns}

14. Teacher: **her** husband. If I'm talking to Tahani, then 'this is **your** husband' or 'that is **your**ˣ2 husband'. زوجك انت لاني اخاطب فيك [I will say 'this is your husband' because I am addressing you] or she can say 'this is ˣ2 **my** husband' . Tahani, what's this? (Holding a key in my hand)

15. Teacher: key, okay. now I want you to say that هذا المفتاح {this key} I have to say it in Arabic عشان تقوليها بلانجليزي   حنقولها بالعربي [I have to say it in Arabic so that you can say it in English.} هالمفتاح ليهم هم {This is their key.}

16. Tahani: this is uh your key.

17. Teacher: ليهم هم {**their key**}

18. Tahani: their key

19. Teacher: ولو **مفتاحك** انت؟{if it is your key?}

20. Tahani: this is my key.

21.Teacher: لما مفتاحها هي؟ {if it's her key?}

22. Tahani: this is her key.

23. Teacher: لما مفتاحه هو؟{if it's his key?}

24. Tahani: this is his key.

25. Teacher: his key. very good.

(LT-20 Feb)

Students' metalinguistic knowledge in their L1 made it easy for them to understand aspects of the English grammar by transferring this presumed knowledge from Arabic to English (Cummins: 2008). This is apparent in turn 10 where the concept of 'possessive pronouns' is explained by referring to students' knowledge of these pronouns in their L1.

Interestingly the L1 was also used to check comprehension, as in turns 15, 17, 19, 21 and 23 when students were asked to translate into English some Arabic sentences containing possessive pronouns. I think it is also important to draw attention to the six seconds of pausing in turn 1 after I had asked the students about the difference between 'I' and 'me'. My question was not a real question because I did not expect the students to answer me. My intention was to attract students' attention and provoke their thinking. In doing so, I thought

that giving students some time to think about the difference was necessary. Another factor that plays an important role in language learning is wait time.

'Wait-time' is the amount of time the teacher pauses after a question or after a student's response. However the duration of the teacher's pause should be based on the kind of the question as well as the students' ability to answer certain questions (Choudhury, 2005). In the foregoing example the pause was for six seconds because students' knowledge of English grammar was not that good and my intention was not to test their grammatical knowledge but to provoke their thinking. Therefore, to make progress, a natural interaction within the constraints of the classroom should be maintained. Wait-time is one aspect of this natural interaction. For example, in turn 1 I paused after the questions for two reasons. One was that I was not really expecting an answer from the students. It was to alert them that they needed to know the difference between pronouns in order to correctly utter and write sentences which contain such pronouns.

Because I noticed that pronouns in English were a bit confusing to almost all the students, it seemed necessary to give students wait-time to enable them to think about these pronouns. So wait-time should be used wisely depending on the two factors noted earlier. According to Rowe (1986) wait-time may turn out to be counter-productive if it was longer or less time than what was required, though it is worth noting Rowe's warning that short wait-time does not allow "an adequate exchange of ideas and the nurturing of new ideas" (Rowe, 1986: 8). However, a long wait time in the case of a non-response on the part of the student "will just be an embarrassmen" (Ibid: 2).

An analysis of the meta-language revealed that the use of Arabic to explain certain grammatical issues was reduced by the end of the intervention especially in instances where the grammatical point needing clarification was easy. In such situations I explained it in English and reverted to Arabic only if students still could not understand the point.

1. **Eman**: it's difficult for him. yes.

2. **Warda**: it's not just about that. (1) I saw [my daughter like she is exciting]

3. **Rashed**:   [may be he is still worried]

4. **Teacher**:   [**ex- excited**]

5. **Warda**: **excited** to her

6. **Teacher**: we use uh '-ed' **excited** for people, and for things we use '**exciting**'. For example, the   [concert was **exciting**]

7. **Warda**:   [yes, exactly. I was]- even at school, she is exciting.

8. **Teacher**: **excited or the time** she spent at the school.

9. **Warda**: yes, at school she is happy. **really.** She is exited**.**

(**LT- 8 April**)

This extract captures a conversation in which we asked Warda about her children. I noticed that some of the students were still confused about when to use '-ed' and '-ing' to form adjectives. Because the concept was not difficult to understand, students understood when to use '-ed' and '-ing' even though it was explained in English only.

Another purpose for which the first language aid was utilized was to explain English grammar. All students agreed that the two languages – Arabic and English – are completely different; especially in their grammatical structure. Yet they found the use of the L1 scaffolded their comprehension in learning English grammar for example, through reference to grammatical terms such as verbs, subjects, adjectives, adverbs and tenses. For instance this is what Ahmed said about the effectiveness of using the L1 to explain English grammatical structures.

(Ahmed: extract 1)

"**كانت مساعدة** كانت كيف نقولوا احنا توريك استخدام الفعل والفاعل والمفعول به قصدي ساعدنا ان بعد عرفت انا نقاط الاختلاف وكيف نستخدم verb_ ساعدتني قصدي نوفق في استخدام adjective وadverb في اللغة الانجليزية."

{**It helped me** learn how to use the verb, subject and object. I mean it helped me notice the differences, and how to use verbs, adjectives and adverbs in English.}

What was interesting about some of the quotes including this one is that the students were using translanguaging spontaneously. Through this process students felt at ease in expressing themselves and explaining their points of view. Such use of translanguaging maintained a natural flow in the interview and highlighted another dimension of the concept of translanguaging: it is not because of a lack of vocabulary that one translanguages. It might also be because of the ease and comfort the speaker feels when s/he translanguages especially when s/he knows that such translanguaging will not break the communication as both the speaker and the addressee understand the switches.

In line with the idea raised in the previous quote about the effectiveness of the first language to explain grammar, this student found the use of Arabic helpful in clarifying the difference between English and Arabic word order. Thus welcoming students' L1 allowed students to compare the grammatical aspects of English and Arabic through the transfer of metalinguistic strategies which in turn increased positively their language awareness (Cummins, 2008: 72). This is evident in Eman's statements when being asked about the use of her L1.

(Eman: extract 2)

"هو ساعدنا هلبة خاصة في استخدام الصفات بالعربي والانجليزي, في الانجليزي مثلا نحط الصفة قبل الاسم و بالعكس ان احنا عندنا في العربي نحط الصفة قبل الاسم, يعني كان **فرق كبير** خلتني دائما خلتني لما انا نبي جملة نستخدم فيها صفة نحطها بالعربي وبعدين نقلبها على شان نستخدمها بالانجليزي مثلا بنقولوا احنا سيارة جميلة عندنا باللغة العربية لكن بالانجليزي بنحط الصفة قبل الاسم فبنقول جميلة السيارة nice car."

{It helped us a lot especially with how to use adjectives in Arabic and in English. In English, for example, we use adjectives first and then nouns. In Arabic it is the opposite; we use nouns and then adjectives. This is **a big difference**. Whenever I articulate a sentence in which I need

to use an adjective, I say it in Arabic in my mind and then reverse it to say it in English. For example, when I wish to say 'nice car' in Arabic it is 'car nice' – the noun comes before the adjective; but in English it is 'nice car' the adjective comes before the noun.}

Due to the fact that there are only three tenses in Arabic (past, present and future), sometimes it is not easy to understand the twelve tenses in English and their different uses. This is another aspect in which students found the use of their first language effective. Extract 3 (Samer) illustrates this:

(Samer: extract 3)

"هي عامل مساعد في وجه الشبه والاختلاف في بعض القواعد في بعض الكلمات بين اللغة العربية والانجليزية, القواعد مثلا الافعال المساعدة مثلا او present perfect هل يعني نتكلم علي present perfect او نتكلم على الماضي او الحاضر."

{It was helpful in terms of the grammatical similarities and differences between Arabic and English, such as auxiliary verbs and present perfect. It helps us understand whether we are talking about the present perfect, past or present.}

Here too the use of translanguaging is noticeable. I think the student reverted to translanguaging for two reasons: firstly, because there is no such tense in his first language, and secondly, because what he was talking about was also familiar to me as an addressee. This is why he would rather translanguage and say the word in the language in which it exists (English).

(Eman: extract 4)

"كانت يعني في بعض الكلمات عندي فيها شك مثلا كيفية استخدام السؤال وكيفية الاجابة على السؤال, متى نستخدم do متى نستخدم is لكن توا الحمد لله طلعت و حتى لما بنسال في الوقت الحالي مافيش خوف , **في ثقة كبيرة."**

{I had doubts about some words for example, how to ask a question, how to answer and how to use 'Do' and 'Is', but now thank God, even when I ask I have no fear. I am **quite confident**.}

According to Cummins (2005: 43) the flow of knowledge, ideas and feelings between home and school across languages can be facilitated by welcoming students' home language. By the same token, Pishghadam et al (2013:3) elaborate on the idea of transfer across languages, explaining that language learning is a "conscious and reasoned thinking process" where students build their new knowledge on their prior knowledge. Because it is only through studies and research that theories can be explored, formulated and investigated, I chose the use of the L1 in L2 learning as my area of research. As stated earlier, this study is an attempt to contribute to the field of second language learning, and to investigate its effectiveness as a language teaching technique. In order to explore students' attitudes towards the use of their L1, it was thus essential for the interview to include questions about their L1.

Students were asked whether or not they found the use of their first language (Arabic) in this course helpful. This was done to establish whether the use of Arabic scaffolded their learning of English. In order to gain carefully considered feedback, students were asked not to simply answer 'yes' or 'no' but to explain *in what ways* they found the use of their L1 effective or ineffective.

Among the circumstances in which we used the first language during our course was when it served to explain the meaning of some new and confusing vocabulary and expressions. All students stated that such use of the first language was of great help to them. This is due to the different nature of the two languages in question. For Fatima for example, having the meaning of English words translated into or explained in Arabic guaranteed quick understanding. Using students' L1 sparingly and purposefully to explain concepts can save time that may otherwise be wasted using English. This pertains especially to the abstract concepts which

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cannot be explained using pictures and gesticulation that form the basis for the argument of CLT. In the extract that follows Fatima explains how using the L1 helped her to learn English vocabulary.

(Fatima: extract 5)

"اكيدة ساعدتني هلبة. يعني لما واحد من الطلبة او الابلة تقول مصطلح انا مش مار علي او مار على ومش فاهماته اول مانسال وبترجملي **نفهم على طول** يعني."

{Absolutely. It helped me a lot. If you or any of the students say a word which I am hearing for the first time or I do not understand, when I ask and you provide me with its Arabic equivalent **I understand it quickly**.}

When close to the point of understanding, other students still found the use of the first language to explain the meaning of new vocabulary and expressions helpful as this maintained and supported their comprehension. In such instances translation would then eliminate any elements of confusion or misunderstanding because sometimes students think that they understand the meaning but they do not.

(Samer: extract 6)

"يعني وجدت انا بعض المصطلحات **يجب ان توضح باللغة العربية لزيادة الفهم**."

{I found that some vocabulary **must be explained in Arabic to ensure understanding**.}

What Samer said emphasises the fact that while the student may be learning a second language they are certainly not learning a new concept. S/he is simply learning the other words or terms for the same concept in other languages (Vygotsky, 2012: 169).

4.2.1.2 Explaining the meaning of new and unclear vocabulary

Using students' L1 to explain the meanings of new and confusing vocabulary can be related to

the transfer of conceptual elements where students know the concept of these words in their

L1 and they need to acquire the labels for the same concepts in their L2 (Cummins, 2008).

1. Teacher: it is the same for الكنة {daughter-in-law} so we call it طبعا للعزوزة والحماة [for the husbands mom] we call her daughter in law. for us we call her sister in law. for our parents يعني لامي وبوي زوجي يكون {For my father and my mother, and my husband it is 'their'.} they call him son in law صهر {son- in-law} زوجة أخي {my brother's wife} they call her daughter in law الكنة {daughter-in-law} but for me, she is my sister in law زوجة أخي {my brother's wife}. زوجي {my husband} for my brother is

2. Students: his brother in law

3. Teacher: or for my sister is her brother-in-law

4. Students: her brother-in-law

5. Teacher: الي هو النسيب {brother-in-law} then we just go- my children أولادي {my children} for my father, they are grandchildren أحفاد {grandchildren}=

6. Tahani: =grandchildren

7. Teacher: ولكن لما نبي نميزهم حفيد أو حفيدة {But if I want to tell whether it is a boy or a girl} we just say grandson and granddaughter. grandson حفيد {grandson} and granddaughter حفيدة {granddaughter} my children for my brother أو أنا لما نتكلم عن أولاد خوي نقوللهم لو كان ولد حنقول خوي which means my حيقوللهم {When I talk about my brother's son I say} my nephew يعني ولد خوي {my brother's son}. بنت أخي my niece ولو كانت بنت حنقول {If it's a girl I say} {my brother's daughter} وعلى فكرة للاخ وللاخت نفس الشئ {By the way, it's the same thing for my brother's or my sister's children.} my uncle عمي أخو والدي حنقوله {My father's brother I call } سواء عمي أو خالي {whether he is my father's or my mother's brother} عمتى أو خالتي {My father's or my mother's sister I call} we call her my aunt. And بالنسبة لاولاد أعمامي {for my cousins} all of them for me are بنات أو أولاد {boys or girls} all of them are my cousins.

8. Students: cousins

9. Rashed: I don't have brothers and sisters from my mother. I have brothers and sisters from another أم {mother}=

10. Eman: (addressing Rashed) =**half-brothers and half sisters**

11. Teacher: from×2- let us learn these words guys. they are very important (writing them on board)

from my maternal and from my paternal side. so if you are talking about them you can just say Rashed- You can just say: I have half-brothers and half-sisters from my paternal side يعني {my father's children} خوتي من بوي زي ما نقولوا {my father's children} or from my maternal side يعني من ناحية أمي {my mother's children}
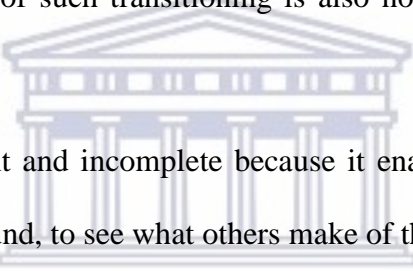
12. Eman: aha, paternal side and maternal side أمي و بوي {my mother and my father} (Ahmed was trying to read these words)

13. Rashed: I can't say from another أم {mother}?

14. Teacher: no. from my **stepmother**. see, stepmother means زوجة أبي {my father's wife} or stepfather زوج أمك {my mother's husband}

(LT- 23 Jan)

In this excerpt, explaining words such as 'brother-in-law', 'step-mother' and 'mother-in-law' in Arabic was efficient and saved us time. This is because all these words have direct equivalents in Arabic and form part of Arabic culture; they are commonly used. At the end of the day students understood those words and were confident enough to use them. While in turns 9-14, using the L1 helped students navigate from their exploratory talk to their presentational talk. The value of such transitioning is also noted by Barnes' (2008: 4) who says:

> Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns. The difference between the two functions of talk is that in presentational talk the speaker's attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts. (Barnes, 2008: 4)

By the same token, Rymes (2010) emphasises the importance of students' repertoires and how valuable they are to the learning process. He also affirms that recognizing students' native repertoires can promote their academic capability to expand these repertoires, and that building knowledge of our students should equate building knowledge in them (Rymes, 2010: 539). An illustration of this may be found in one of the many incidents when students were not sure about the meaning of a word. In the excerpt that follows we were learning how to ask

for permission when Hadeel asserted that and wanted to be sure when and how to use 'I am afraid'.

1. Teacher: I am sorry, but that's impossible. sorry, that's not possible. this means that there is something will happen for example if you go out. I **can't** at the moment. I **can't** allow you to go out. {في هالوقت الي انت تطلب فيه انا مش2× حنسمحلك انك تطلع برا You are asking for my permission but I won't allow you to go out.} or **I'm afraid** but you can't. I'm afraid- Ahmed please may I go out? Then I can uh- sorry I'm afraid you can't. (0.5) {تعرفوا شن معناها Do you know what that means?} I'm afraid?

2. Only Fatima responds: yes

3. Teacher: دائما لما تلقوها. دائما على فكرة دائما ببساطة كانك لما تقول معلش لكن انت مش حتقدر تطلع. دائما {Whenever you find it like this keep in mind it always means 'I am sorry, but you can't go out.'} I'm afraid خودوها هكي {in our Libyan dialect} زي مانقولوا احنا بالليبي معلش لكن مش حتقدر تطلع we say, I am sorry, but you can't go out, okay?

4. Students: okay

5. Hadeel: but so sometimes is×2- that word 'afraid' use uh when someone afraid from something. **see** something. it is=

6. Teacher: =**yes**×2 this is what it means. But here it doesn't mean that (making the sound of being afraid or frightened)

7. Hadeel: yeah×2

8. Teacher: زي هدا تبقى بمعنى "معلش" مش معناها انا context . **كل هالتركيبة هادي على بعضها لما تجي في** {خايف It does not mean afraid. **This whole structure** when it comes in a context like this means 'I'm sorry.'} if- you can also use it by the way when×2 we start discussing something. for example, I say my point of view and then you can say Hadeel - ah I'm afraid I can't agree with you. معلش لكن انا مش متفقة معاك في الرائ {I am sorry, but I have a different opinion.} so it always when×3 it comes in these contexts- it always means in Arabic. معلش ونكمل الحاجة الي وراها {Sorry, I have a different point of view. Sorry, معلش ماانتفقش معاك في الرائ. معلش ماتقدرش تجي you can't come. And then you continue your sentence.} so دائما خلوها في بالكم بهالمعنى عشان تعرفوا {كيف تستخدموها Always remember it like this so that you will be able to use it.}

(LT- 2 Feb)

Here the purpose of translanguaging was twofold. First, Arabic was used to check comprehension of key terms as in turn 1. My question, تعرفوا شن معناها {Do you know what 'I'm afraid' means?} was to make sure that students really understood what it means. When I mentioned 'afraid of' as another way of not giving permission, from students' facial expressions and reactions I noticed some uncertainty because when they understand students

usually try to repeat the key words or expressions after me and come up with their own sentences. This time they did not do so. So I paused for a while to give students time to grasp the meaning of that specific term. However, rather than providing them with the meaning of the term immediately, I thought it would be better to provoke their thinking and direct their attention to the importance of 'context'. By doing so I was also trying to keep students motivated so that they could develop their skills, which in turn might be the 'artefact' to improve their learning (Vygotsky, 1978; Engeström, 2000).

The second purpose to using Arabic was to assure understanding. This was represented in turns 3 and 6. In turn 3, I also tried to remind students of how they usually say it in their own Libyan dialect. The point of reminding the students how this expression is used in their Libyan dialect was to make the meaning even clearer for them.

However, for other students the use of Arabic was required consistently insofar as new vocabulary was concerned. This group consider English explanations to be unhelpful, due to their limited knowledge of English vocabulary. Thus they see English instruction as a barrier to vocabulary building, one which can be removed through the use of their first language.

(Fatima: extract 7)

"**لا** هكي صعب شوي , مرات حتى تشرحيه ليا باللغة الانجليزية يطلعلي **مفرد تاني** انا مش فاهماته , لكن لما يكون باللغة العربية خلاص توصل المعلومة, لكن لما بيشرحوها ليك باللغة الانجليزية يطلعلك مرات مصطلحين ثلاثة انت اصلا مش فاهمتيهم , يعني **بيزيد الطين بله**."

{No, explaining the meaning in English is a bit difficult because your explanation might contain **some other words** that I do not understand. But when you explain it in Arabic I understand it directly. When you explain it in English there might be two or three words that I do not understand and this **will make things worse**.}

Some vocabulary was confusing for the students because they thought certain words could be used interchangeably. The use of the first language helped them recognise the differences or nuances between synonyms and hence, appropriate use. For example, we were talking about appointments when Fatima wanted to know whether 'rendezvous' is the same as 'appointment' and whether we can use them interchangeably.

1. Teacher: I will try to see::: if we can have an appointment tomorrow or not.

2. Fatima: aha I have question, please.

3. Teacher: yes.

4. Fatima: appointment lik::::e rendezvous?

5. Teacher: rendezvous ,no عادة تكون مرتبطة زي مانقولوا في مو::::: نفسها موعد لكن عادة تكون مواعيد ماليهاش علاقة في العمل دائما مواعيد عادة تكون غرامية أو حاجة زي هكي ولكن {They mean the same but 'rendezvous' has nothing to do with business. It is usually related to relationships, dating and things like these.}

6. Fatima: مواعيد عمل{appointments}

7. Teacher: yes. هي اصلا كلمة مأخوذة من الفرنسية ولكنها تستخدم في الانجليزية{It is originally a French word, but it is used in English.}

(LT- 11 March)

This extract demonstrates how I used translanguaging to clarify the difference between two synonyms. I explained the distinction between 'appointment' and 'rendezvous' in turn 5, and the student then used them to affirm her comprehension in turn 6. A metalinguistic explanation of the origin of the word could thus follow more easily in the L1 – as may be seen in turn 7. The L1 therefore also efficiently served the function of eradicating confusion. To further illustrate this, here follows an exchange in which Nabeel could not perceive the difference between 'lose' and 'miss'.

1. Teacher: have you seen Hadeel this morning?

2. Nabeel: you lost her**?**

3. Teacher: sorry

4. Nabeel: you lost her? lost Hadeel**?** (pointing at his heart)

5. Teacher: no, it is not **to lose**. it is just I don't see her in the class. I just wonder why she is=

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6. Nabeel: =‏ لا أنا سالتك أنت افتقدتيها؟ ‏ {No, I asked you if you miss her.} you lost her?

7. Teacher: aha, no (smile)

8. Nabeel: aha it is not correct (smile)

9. Teacher : it is '**miss**'

10. Teacher: yes, ‏ لما يقولوا على شخص في المشاعر تفتقده ‏ {when you want to express that you miss someone} it is always **missed** not **lost**

11. Nabeel: aha okay, thank you (smile)

(LT- 13 May)

In turn 4, Nabeel used gestures to aid communication and to help me understand his point and his query. Gestures form part of the pragmatic aspects of language use that can be transferred across languages (Cummins, 2008). In turn 6 it is evident that translangauging was being used in a different way. It transpired when Nabeel noticed that I did not understand his point. So rather than repeat his question in English, Nabeel restates it in Arabic to ensure that I am clear. What prompted Nabeel to translanguage to Arabic was that my answer in turn 5 was insufficient. He found it very short and also inadequate in that it did not really address what he had had in mind. This had given him the impression that it was the way in which he had posed his question that might have been wrong, and that this accounted for my (unsatisfactory) answer. He found repeating his question in Arabic more convenient and informative as it provided both the answer and an explanation for the difference between 'lose' and 'miss,' thus clearing up his confusion.

Also featuring on the list of confusing words were 'revision' and 'follow-up'. The following extract depicts a role play activity which aimed to compel students to use English and to make learning more interactive. Exposing students to natural language in a variety of situations can help them overcome the problem of not being able to apply what they have learnt outside the classroom (Larsen-Freeman, 2008:132). In this role play students were asked to play the role of doctor and patient:

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1. Tawfiq: [توا وقت المراجعة] {It is time for follow-up.} (students laugh again)

2. Nabeel: [what the word for مراجعة ? {Follow-up.}

3. Nabeel: can you write it please?

4. Teacher: yes, sure. (writing it on board) oh no. I am sorry. (addressing Nabeel because I realized that Nabeel didn't mean revision but follow up) you mean with the doctor?

5. Nabeel: yes

6. Teacher: we call it **follow up**

7. Nabeel: follow up

8. Teacher: it's not (pointing at the word 'revision')[هادي مراجعة عادية] {This has to do with study.}

9. Warda: [مراجعة دراسية] {revision of lessons.}

10. Ahmed: [وهديك متابعة] {The other one is to follow up with a doctor.}

(LT- 23 Jan)

The use of the L1 in turn 1 was a kind of refreshment. Tawfiq wanted to make the activity more interesting by creating an atmosphere of laughter. In turns 8-10, the L1 was used to explain the difference between two synonyms. After an explanation in Arabic, Nabeel knew the difference between 'revision' and 'follow-up' and how the context can affect the meaning of each word. In turn 3, it was also interesting to note how students draw on their prior knowledge of writing when learning their L2. Students felt more comfortable when I wrote the words they wanted to know on the board. What made it noticeable was whenever I forgot to write the words discussed, students asked me to do so. It was something I noticed in most, if not all, lessons.

The following extract was recorded almost six weeks after the previous ones; however, the need to use the L1 was still there and to the same degree as at the beginning of the course in terms of explaining certain confusing words. The extract that follows captures a conversation that took place when I offered students some grapes and apples. Shadi was late; so as he

entered the classroom I tried to joke to reactivate the classroom atmosphere asking students not to share the grapes and the apples with Shadi.

1. Teacher: what do you mean by 'participate'?

2. Ahmed: it's×2 uh مشاركة{to share}

3. Teacher: no, in this situation is 'share' '**to share**'

4. Eman: yeah

5. Teacher: share معناها نتشاركو مع بعض {It means to share with one another.}

6. Ahmed: yes I know uh=

7. Teacher: =but 'participate' when I come and participate in×2 this discussion for example. to share – {لما نتشاركو اكل حاجة share {but} لكن {to participate in a discussion}نشارك في المناقشة something} we call it= (writing it on board)

8. Ahmed: =share

9. Teacher: share, yes

(LT-8 April)

In this extract the L1 was used three times: once by the student and twice by me. However, each one of us used it for a different reason. In turn 2, Ahmed used the L1 to explain to me what he meant by 'participate', while in turns 5 and 7 I used it to explain the difference between these two synonyms and in which context each may be used.

For another student, explaining the new vocabulary and expressions in Arabic improved their knowledge not only of English but also of Arabic. This is because through translation students learnt some English words as well as the Arabic equivalents which were also new for them:

(Eman: extract 8)

"اللغة العربية كانت مساعد **كبير كبير** جدا , وقدرت نوصل للعديد من المعاني حتى في بعض الاحيان الكلمة ناخدها بالانجليزي ونترجمها للعربي ماكنتش نتوقع انها مثلا ان عندنا الكلمة هادي بالعربي وانها تعني نفس الكلمة هادي بالانجليزي."

{The use of Arabic was **very very** helpful. Sometimes when I translate certain English words into Arabic, I unexpectedly find words I had not known existed in Arabic, and I also discover what they mean in English.}

Such transfer across the two languages gave Eman the opportunity to learn some new words in her home language (Cummins: 2008). Vygotsky (2012), in his book *Thought and Language,* explains the importance of the first language in second language learning and reciprocally how important the second language is in fostering a learner's awareness and improving their understanding of their first language.

However success in learning a foreign language is to a certain degree contingent on maturity in the native language. The child can transfer to the target language the system of meanings he already has. The reverse is also true – a foreign language facilitates mastering the higher forms of the native language. The child learns to see his language as one particular system among many, to view its phenomena within more general categories, and this leads to an awareness of his/her linguistic operations (Vygotsky, 2012: 207). In other words, the learner comes to have insight into the linguistic structure of their own language.

 Apart from maintaining a quick pace of comprehension and gaining new vocabulary in their first language, all students found that the use of their first language created a kind of link between the vocabularies in both languages, which in turn would help them to remember these words in the long term. This learning strategy of association highlights the effectiveness of what Cummins (2008: 69) refers to as transfer of metacognitive and metalinguistic strategies.

(Hadeel: extract 9)

"نعم كان فيه باعتبار انه حاجة **اساسية** يعني لما الواحد بيكون ماهياش لغته لكن لما بيترجمها للغة الام حتكون اسهل يعني بتترجم وبنحولها للغة العربية مثلا . حتى بعض الكلمات كانت لي اسهل **ومش حتنتسى** يعني لما بنترجمها لانها **ارتبطت مع بعض**."

{Using the L1 is **essential** because the other language is not yours. But when you translate into your first language, Arabic for example, it is easier to understand. It was easier for me to understand some vocabulary and **I will never forget** those words because they **connected with each other**.}

What Hadeel said can be related to what is referred to as cognitive psychology: "how people perceive, learn, remember and think about information" (Sternberg, 2012: 3). This includes the way information is placed in memory and how it is accessed. In the case of this study, such use of the first language provoked students' episodic memory to encode new words, a process which would later facilitate the retrieval of the information. In such cases, students "personally experienced the learning as associated with a given time" and a given context (Sternberg, 2012: 209).

Another noteworthy observation on the timeline of the course occurred when the Arabic equivalent would be provided for those new and confusing vocabulary and expressions. Students' opinions varied when they were asked about the way in which new words should be explained. Some students claimed they preferred the meanings to be given in their first language only during the first three months of the course. For them, this was due to the improvement of their English by the end of the course.

(Eman: extract 10)

"في بداية الدورة كنت بصدق نحب ان انا ناخدها بالعربي , بس بمجرد فوتنا شهرين ثلاثة شهور يعني قعدت نحب ناخد معناها بالانجليزي لان هو كان في فرق وتحسن كبير , انا افاقي خلاص قعدت نفهم اني انا اللغة الانجليزية أصبحت عندي **سلسة سهلة** وماعادش زي قبل."

{At the beginning of the course I honestly preferred the meanings to be explained in Arabic, but by the second or the third month, I preferred them to be explained in English because there had been great progress. My horizon expanded and I started to understand English. For me English became **easier** than before}.

Another student's opinion was that it was best to have the meaning first explained in English and if students still failed to understand, then the first language should be activated as an aid. For these students the priority was that English be used as the medium for providing the meaning, but that if this failed then the meaning could be explained in the student's first language. The point of this approach is that in this way students' understanding will be challenged and their thinking will be provoked.

(Samer: extract 11)

"في توصيلها بالتدرج بالانجليزي وبالتالي ادا كان الطالب لم يفهم ويحتاج توضيح اكثر بالعربي."
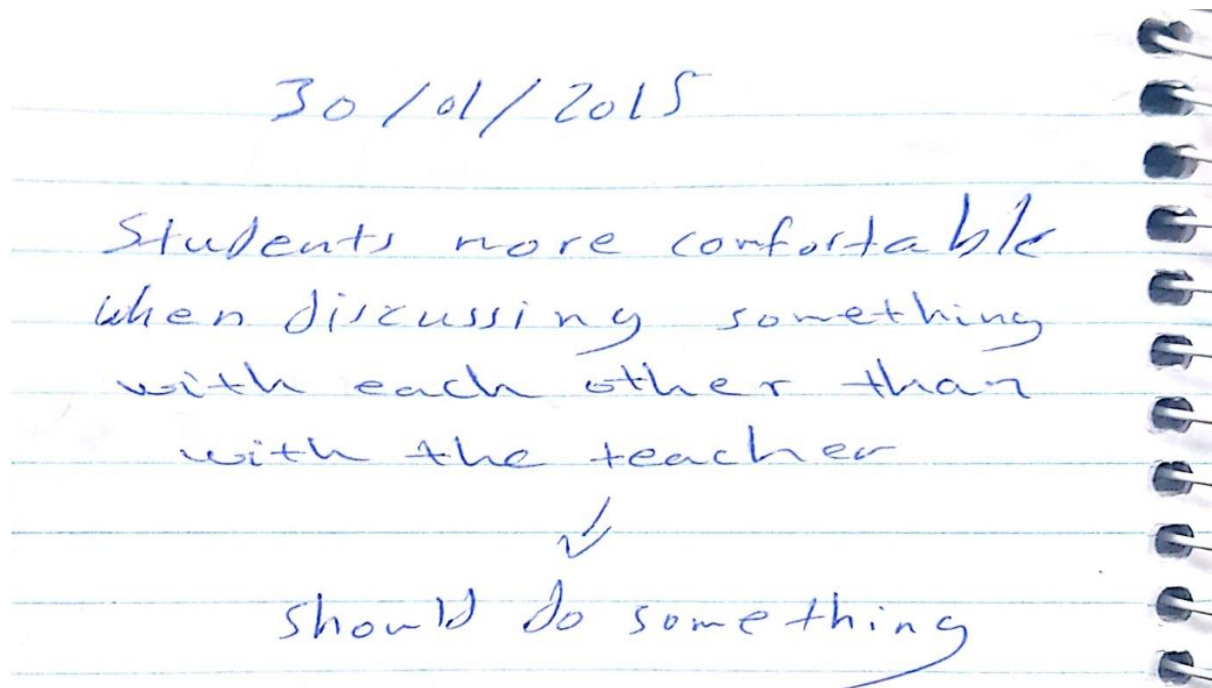
{I prefer it to have it explained gradually: in English first and if the student cannot understand, it may then be clarified in Arabic.}

What we can deduce from students' answers is the importance they attach to their prior knowledge which, according to Cummins (2008:68), does not only refer "to the information or skills previously acquired in a transmission-oriented instructional sequence but also to the totality of experiences that have shaped the learner's identity and cognitive functioning."

4.2.1.3 Seeking help

As shown in the following field-note, at the beginning of the intervention and in our discussion activities, I noticed that students were more comfortable when discussions were conducted in pairs or in a group, without the teacher's involvement/presence. For example, students felt more at ease when seeking help from their peers than from me (the teacher) so I tried to leave them to interact freely amongst themselves. This observation highlighted the

significance of creating and maintaining an atmosphere of trust and comfort not only between students but also between the students and the teacher.

Figure 7. Field-note 1 (30 Jan 2015)

Seeking help was another aspect in which students used their L1. In the following extract it will become clear that the use of Arabic, which was peer to peer, was a source of relief for some students who used it to seek help from their friends so as to understand what the others were saying. The following extract illustrates this in a group discussion about socializing. During the discussion, Manal sought Warda's help so as to be able to follow and understand what Eman was saying.

1. Eman: if I accumulate some things- yes above other things- okay, it is the deep of the heart will be black. but I hope I teach to clean their hearts- to tell them: no it is fine. you have to love them (these are) good things.

2. Manal: شن قالت ايمان؟ {What is Eman saying?}

3. Warda: قالت أن كل شئ ليه علاقة بالقلب وأن الواحد لما يراكم في قلبه يصبح قلبه أسود وان الاواحد لازم ينظف قلبه{She is saying that everything has to do with the heart. And that if you accumulate hatred, your heart turns black. So we have to clean up our hearts.}

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4. Manal: هذا الي تحكي فيه ايمان؟ أوكي. {Okay, this is what she is saying?}

(LT-14 Jan)

Turns 2, 3 and 4 were articulated entirely in Arabic. The use of the L1 in such a situation is expected. Manal asks her question in Arabic was because she wants Warda to answer her in Arabic. This does not mean that Manal cannot ask it in English. In fact, it was because for Manal, asking the question in English means that Warda would answer her in English altering just those words which Manal might not understand. So in order to avoid this possibility, Manal prefers to ask for clarification using the L1. This kind of interpreting helped Manal follow the conversation. The same applies to the following extract where Samer asks Warda to explain to her the difference between formal and informal of appointments.

1. Samer: السؤال الي تشرح فيه انتصار شن معناه؟ {The question that teacher is explaining –what does it mean?}

2. Warda: هدا لما تبي تاخدي موعد {This is when you want to book an appointment.}

3. Samer: باهي ادا كان موعد مثلا.... {Okay, if the appointment is::::}

4. Warda: مثلا لما تاخدي موعد مع دكنور في حاجات تستخدميها لما تاخدي موعد معاي أنا وفي حاجات تستخدميها مع supervisor او استاد. يعني ناس شوي علاقتك فيهم رسمية {Some questions you can use when you want to meet me and the other questions, when you ask for an appointment with your teacher or your supervisor for example. In other words, people with whom your relationship is formal}

(LT-21 Jan)

This extract was also entirely said spoken in students' L1 Arabic. It is an example of how students make use of their L1 to access the curriculum. In turn 4, the answer that Warda provided in Arabic was more than sufficient for Samer than all the explanations I provided in English. For Samer, it was precise direct and to the point. Samer found such precision important for understanding both what was going on in the classroom and what I was explaining to them.

Seeking another student's help was not represented only through asking questions to get answers and clarification; it was also sought by some students to ensure that they are on the right track. In other words, students sometimes reverted to the use of Arabic to make sure that they understood what the teacher and their friends were saying. The next very short extract is an example of such use of the L1.

1. Warda: I don't have that black heart. I always treat everybody like the same. but this moment I realised that (2) people are different. and you cannot be just open and treat people the same. (Manal interrupted Warda trying to interpret what Warda was saying to make sure that what she understood was right)

2. Manal: هي تحكي عن الاشخاص وانها تعودت تعامل الاشخاص زي بعض وأنه مش ضروري تعاملهم زي بعض{She is talking about people and how she used to treat people in the same way but she must not.}

(LT-27 March)

In this extract, Manal understood what Warda had said but she wanted to be reassured that what she understood was correct. Therefore she states what she had understood in Arabic with an intonation that makes it clear to us that she is checking, 'Is this what Warda was saying?'

4.2.1.4 Correcting and clarifying students' mistakes

In my view corrective feedback is important not only for learning grammar but for vocabulary as well. Ellis (2006: 102) believes that such corrective feedback "is best conducted using a mixture of implicit and explicit feedback types that are both input-based and output-based."

One of the activities our class participated in was to listen to one of our class recordings. This kind of activity was used as a lens to help students recognize and understand their own mistakes, which is a kind of explicit corrective feedback. Ellis (2006: 99) explains that this kind of explicit feedback "takes a number of forms such as direct correction or metalinguistic explanation. It is effective in both eliciting the learners' immediate correct use of the structure and in eliciting subsequent correct use." Presenting students' errors and correcting them in such an interactional way developed students' awareness of these mistakes.

1. Teacher: let's start. (after listening to the recording I stopped it to check the sentence 'can I a book appointment?') aha- see- Can I **a** book appointment? It's not=

2. Hadeel: =a

3. Teacher: because when using '**a**' this means what you are using after it is a noun, but here it's not a noun. It is a verb. فعل استخدمتي كانك {You must use a verb} can ولكن {but} can شني {What?} فاضية جملتك معناها {Your sentence is empty. It lacks the main verb.}

Then we continue listening to the recording and stop at 'I will check his diary'.

4. Teacher: okay, now- it's not his diary الدايري لان {because diary}=

5. Fatima: = يوميات معناها فيها نسجل حاجة {means where you write your notes.}

6. Teacher: يومياتي في فيها نسجل حاجة {Something I use for writing down my notes, or diary} معاي يصير شن. مش (holding a notebook in my hand to show them what is meant by diary) الاسبوع في يوم لروحي مدايرة انا مرات. يوم كل تكون بالضرورة {I use it to write down what happened during the week. It may not necessarily be on a daily basis.}- we call these diaries (pointing at students' diaries) فيهم تسجلولي تسجلولي شن فانتم منكم طلبتهم انا لان ملاحظات {because I asked you to write your notes} but for doctors, either I will check his list امتاعه القائمة {his list} or his schedule متاعه الجدول هو الي {which is his schedule}=

7. Students: =schedule

8. Teacher: but not his diary- is it clear?

9. Students: yes

10. Teacher: very good

(LT-11 March)
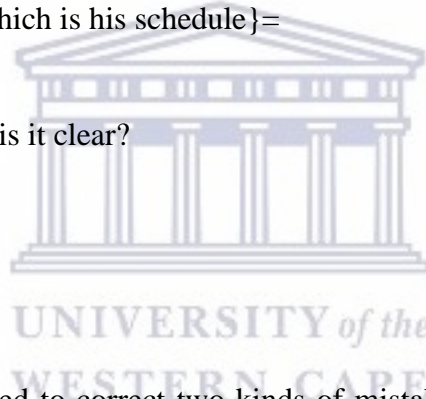
In this extract, the L1 was used to correct two kinds of mistakes; a grammatical mistake in turn 3 and an inappropriate choice of word in turns 4 to 6. It was interesting to note that reading this sentence aloud was enough for Hadeel to spot what was wrong with the sentence. Again, this example shows the importance of the presumed metalinguistic knowledge of students in their L1. Such use of the L1 supports Cummins' theory of transfer across language where he assumes that students' prior knowledge as well as the skills they applied in order to acquire that knowledge, are transferable. In other words, this knowledge and these skills can be utilized to help one understand a new language (Cummins, 2008). Furthermore, it is not only the prior language that one has but also the knowledge that goes with it. We learn a new

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language and the new knowledge that goes with it, and compare that with our prior language and the prior knowledge that goes with it.

Regarding error correction, I usually corrected students' errors by repeating immediately after them what they had said but correctly, so that they could recognize what was wrong with their sentences. Students were vigilant about correcting errors in this way, which was of threefold benefit. Firstly, students were corrected immediately in an implicit way. Secondly, it saved us time: rather than stopping students to tell them there was something wrong with their sentence, it was enough in most cases for them to hear me repeating their sentence. Such repetition was a sign that all students understood to mean, 'Stop! There is something you need to correct'. Thirdly, this manner of error correction maintained a relaxed environment in which students were at ease and confident that they would not be embarrassed when making mistakes. This kind of feedback is referred to as implicit corrective feedback which happens when "the corrective force of the response to learners' errors is masked which reformulates a deviant utterance correcting it while keeping the same meaning" (Ellis, 2006:99).

However, there were times when I did not correct students' errors directly. Instead I would revisit them at another time. This practice alerted me to the potential effect of interrupting students, even by repeating what they had said, in the correct way. I considered that such responses must disturb the natural flow of the discussion or the conversation, which may then affect students' willingness to participate in the classroom activities such as role-play activity notably, a fluency-based activity. Larsen-Freeman (2008:132) states that in CLT errors of form ″are seen as a natural outcome of the development of communication skills″ and they should be tolerated in fluency-based activities. And if a student makes too many mistakes, it is better to correct the fundamental errors only; and at a later point the teacher can correct the other less substantial errors. The idea is not to discourage the student or to make them feel embarrassed before others.

In this study another reason for not correcting students' errors directly was to allow for peer correction and teacher-guided self-correction which as alluded to earlier, have a pedagogical value in the learning process (Choudhury: 2005).

4.2.1.5 Assessing and provoking students' creativity

Using a wide range of activities was one of the strategies I employed to keep students motivated and to stimulate their creativity (Vygotsky, 1978; Engeström, 2000). In this excerpt for example, students were asked to play the roles of customers and a shop assistant, where the latter speaks only English, one of the customers speaks only Arabic and the other speaks both languages. The second customer was to work as a mediator between his friend and the shop assistant who pretended that they did not understand each other's languages. It was Samer, Rashed and Fatima's turn to act. Samer was the shop assistant; Rashed and Fatima were a couple who wanted to buy clothes for their son. In the role-play Rashed spoke Arabic and English; Fatima spoke only Arabic and Samer, only English. So Rashed had to be a customer and an interpreter at the same time.

(Rashed and Fatima were pretending to be looking at the clothes in the shop)

1. Fatima: اسمع قوله عندك حجم اكبر منه؟(talking to Rashed) {Please ask him if he has a bigger size.}

2. Rashed: do you have big size?=

3. Samer: =yes

4. Samer: yes (looking for a larger size) large one- it's large one. You can try it. uh the changing rooms are over there

5. Fatima: قوله عندك حاجة تمشي معاه؟ {Ask him if there is anything that suits this pair of pants.}

6. Rashed: do you have uh شن اسمها هادي؟ (asking the teacher) {What do we call this?} (holding a jumper in his hand)

7. Teacher: we call it jumper

8. Rashed: do you have a jumper?

9. Samer: yes. can have a look here. This one (holding one in his hand)- nice one

10. Fatima: قوله عندك اصغر منها؟{Ask him if he has a smaller size.}

11. Rashed: do you have a small one?

12. Samer: this is the last one. I'm sorry. this is the last one

13. Rashed: اخر شئ هادي اخر شي{He said it is the last one.}

14. Fatima: الكندرة هادي لكن كبيرة شوي عجبتني {I like it; but it's a bit big.}

15. Rashed: she like it but=

16. Samer: =maybe if you come tomorrow- I uh will find uh another shoes

17. Rashed: كان جيتوا غدوة تحصلوا وحدة تانية{He says if you come tomorrow you will get one.}

(LT-17 April)

In this activity students' first language was integrated through the Communicative Approach. All student role plays in the class were semi-structured (Larsen-Freeman, 2008), whether they were conducted in English only or with the use of the L1. Semi-structured implies that students are told what the role play is about, what their roles are, and are given an outline of the setting/situation. After receiving instructions and an explanation of the social context, students are free to determine their own creative and natural conversation.

Larsen-Freeman (2008: 134) explains that ″role plays are very important in CLT because they give students an opportunity to practise communication in different social contexts and in different social roles.″ In this research it turned out to be one of the students' favourite classroom activities. They were always excited when they did role play, and this was also confirmed in the interview. Such activity also proved useful for assessment. Asking Rashed to translate from English into Arabic and vice versa was a way of testing his understanding and speaking skills.

Besides detecting new vocabulary and noticing grammatical differences and similarities between the two languages, the students were allowed to translanguage and to use their first language when they were unable to express themselves in English. This purposeful use of the first language was beneficial in two respects: Firstly, it helped students to overcome their fears, because what mattered was the learning process, and not having judgment passed on

them. If students' first language was not allowed in such situations, students with minimal knowledge of English would find it difficult and thus would be reluctant to take part in classroom activities (Cummins et al, 2005: 41). Using the L1 purposefully also highlighted its importance as a means of motivating students to achieve the desired outcome, which is further learning (Vygotsky, 1978; Lantolf, 2000; Engeström, 2000; Hasan & Kazlauskas, 2014).

Secondly, because the dialogue was contextualized it helped students remember, and at a later point recall, the vocabulary and phrases they had acquired from it. Thus, such integration of both bilingual and monolingual strategies can be a powerful resource by which to "promote more cognitively engaged learning" (Cummins, 2008: 74).

(Tawfiq: extract 12)

"**اكيد** الكلمة الي كانت غايبة عليك بعد انت بتقولهم بالعربي ويترجموهالك بالانجليزي بيضيفها الي معلوماتك تحط عليها زي مانقولوا خطين ومعاش بتنساها."

{It **definitely** helped me. When you do not know a word and you say it in Arabic and then they translate it into English for you, what happens is that you add this word to you vocabulary. You will underline it and you won't forget it.}

Another interesting unexpected development was that some students reverted to translanguaging even while they harboured suspicions about the efficiency of such a strategy. For instance Eman confirmed that she had had doubts about such use of their first language and whether it would help them or not.

(Eman: extract 13)

"هادي ساعدتنا هلبة بصدق, انا في الاول ماكنتش مقتنعة بيها لانها كيف يعني بندخل بتكون يعني بندخل كلمة عربية بندخلها في سؤال بالانجليزي , وبعدين من خلال الدورة واستخدامنا ليها كانت يعني وسيلة ناجحة بصدق بالنسبة ليا انا **وقدرت نفهم بيها اشياء واجدة** خلتني نتجنب بعدها في النصف الثاني اني نستخدمها."

{Honestly, using the first language in this way helped us. At the beginning I was not convinced. I mean how does one use Arabic to say something in English? Yet during the course the way in which we used it was a successful way for me because **it enabled me to understand many words**. It was this understanding that made me avoid using these words in Arabic in the second half of the course.}

4.2.1.6 Explaining differences in phonetics

Difficulties in phonics were also one of the observations documented in my field-notes as shown in figure 8. This figure illustrated my having noticed that pronouncing certain sounds in English posed a major problem for most students, especially the ones whose initials I had noted in my field-notes. So I paid more attention to phonics and the distinctions in pronunciation between different letters, plus the implications these have for meaning of words and sentences.
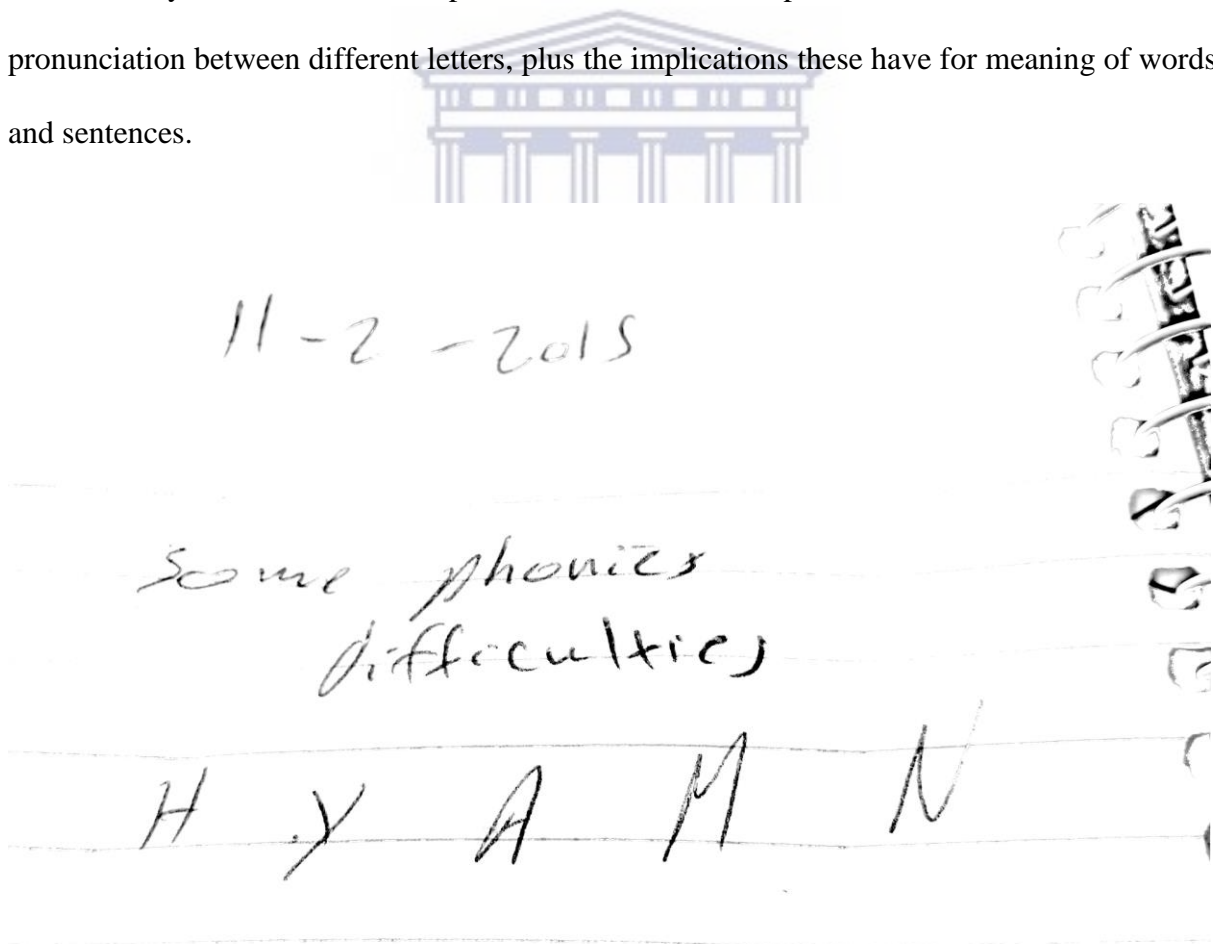
Figure 8. Field-note 2 (11 Feb 2015)

The L1, thus, was used by the teacher to highlight the importance of pronunciation and how it can completely change the meaning of words. For example, the following excerpt represents the dialogue of students when they were asked to read a short story to see how good their reading was. This was when I thought it is time to show students how important pronunciation is.

1. Hadeel: I tink (think) it's [that school]

2. Teacher: (writing on board) 't' and 'h'- you can't just say /t/

3. Ahmed: [/ð/ˣ3] (trying to pronounce it correctly)

4. Teacher: it's either ث/ð/ or ذ/Ө/. It always depends on which word you are pronouncing

5. Manal: ث /ð/ ذ /Ө/

6. Teacher: you can't say=

7. Hadeel: = /t/

8. Teacher: pronounce it as /t/ [for example]

9. Hadeel: [tank you]

10. Teacher: no. it's not. /ð/ **thank** you

11. Hadeel: thank you

12. Ahmed: /ð/ ˣ4 (trying to pronounce it correctly)

13. Teacher: 'thing' it's not 'ting'

14. Hadeel: aha

15. Teacher: but here you have to say **tongue** because it's just /t/

16. Ahmed: /**t**/ tongue

17. Hadeel: /ð/ ˣ2

18. Teacher: but **thank , thing- i**t's not my **broder.** It's my **brother-** ذˣ2 **brother-** (0.3) **bro- /Ө/- er**

19. Students: bro- /Ө/- er

20. Teacher: [yes, so we just say] yes- it's the same as **mothe**r

21. Ahmed: [bro- /Ө/- erˣ3**]**

22. Teacher: So it's '**mo- /Ө/- er – T-H-** so T-H always pronounced either ث or ذ. so always keep this in mind Hadeel and Ahmed and all of you.

(LT-14 Feb)

Transferring students' phonological awareness (Cummins, 2008) and making use of their prior knowledge of phonics in their L1 was of great help in explaining the importance of the proper pronunciation of words.

It was really interesting to note how the difficulty of pronouncing sounds such as /ð/ and /Ɵ/ disappeared when related to the same sound they have in their L1. Hadeel was one of the students who struggled a lot with these two sounds. The concept of how having two specific letters together such as 't' and 'h' changes the way they are pronounced seemed to be very complex for the students to understand. This might be due to the fact that there is no such rule of combining letters in the phonetics of Arabic. Interestingly, this complexity was removed when I told students that pronouncing these sounds is as easy as counting one, two and three. I told them all they have to do when they find this 'th' is to think of the Arabic letters ث/ð/ and ذ/Ɵ/, as in turns 10, 18 and 20. And that through practice they would come to recognize when to pronounce it as ث/ð/ and when to pronounce it as ذ/Ɵ/ as in turn 4. In this kind of an instance all I did was to help students transfer their prior knowledge of Arabic phonics into English (Cummins, 2008).
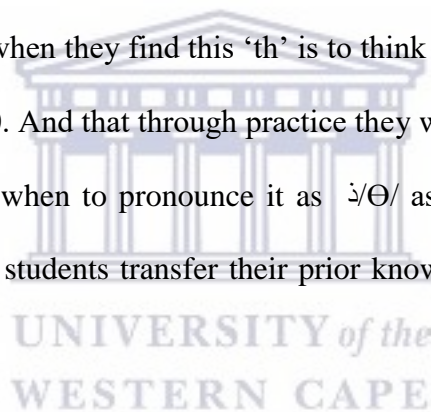
4.2.2 Classroom Management

 Classroom management was also one of the aspects in which we found the use of the first language helpful. As stated earlier, it is also one of the functions Ferguson (2003) identifies when explaining the advantages of using students' first language in language teaching.

4.2.2.1 Clarifying task instructions

Listening comprehension was another of the activities we performed, following Larsen-Freeman's cue that listening to language as it is used in authentic communication can improve comprehension (Larsen-Freeman, 2008:128). In the exchange captured in the following listening comprehension activity, Nabeel struggled to understand one of the questions; the

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matching one. Both Eman and I therefore tried to explain it to him in Arabic as in turns 7, 9 and 15, while in turn 10 Nabeel used the L1 to give us the impression that he understood what he was instructed to do.

1. Teacher: so you have a question- for example, for the first question that you already heard, the answer is already here (pointing at the answers in the sheet and reading it) 'I have a glass of mineral water, thank you'. because he was asking 'what will you have after'

2. Eman: to drink

3. Teacher: aha sorry to drink.

4. Nabeel: no sorry, the number is from 1 to 5 and th:::::e the answer from a to e

5. Teacher: yeah, to match=

6. Nabeel: =what does it mean from a to e?

7. Eman: يسال ×2 توا بتسمعه waiter انت تسمع {You will hear the waiter asking – you will hear him now.}

8. Teacher: [and these are the answers]

9. Eman: [×2 customer وهادي اجابات [وهادي الاجابة هو سال وهادي {These are the customer's answers to what the waiter asked and these are the questions.}

10. Nabeel: اها اوكي مكتوبة يعني {Aha, okay, they are written here!}

11. Teacher: is it okay Nabeel? so what you have to do is to match=

12. Nabeel: aha::::

13. Teacher: so all the answers uh- sorry the questions will be a, b, c, d but you have to match- match توصل معناها {means to draw a turn between the question and the correct answer.}

14. Nabeel: توصل{match}

15. Teacher: توصل الجواب الصحيح للسؤال الصحيح{to draw a turn between the question and the correct answer.} Okay?

16. Nabeel: okay

(LT-6 March)

Another example was when we were listening to a short morality story. After the story I explained to the students how they should prepare themselves for our next lesson. In turn 1, I used the L1 to maintain students' understanding of what I had asked them to prepare for our next lesson. In turns 3 and 5 Hadeel responded to Samer's question in Arabic to clarify for

him how they were supposed to do the activity. The choice of the language in which Hadeel responded was directed by the language in which Samer presented his questions.

1. Teacher: on Monday please prepare yourselves for^{×3} a dialogue. whatever comes to your minds- you can make it. Prepare it. كانا زي مانقولوا تمثلية او سيناريوا او حوار . يعني تجهزوها من الاول {وبتجوا ديروه في الفصل.I mean you are to prepare it from the beginning – like acting or a dialogue; and then you can do it in class.} for example, Fatima and ^{×2} Tahani, Hadeel and Samer- so you have to sit- or if you don't have time you can just make on uh- I mean you can call each other. I think you are all on viber or WhatsApp. so you can make it.

2. Samer: (addressing Hadeel) كيف؟ {How?}

3. Hadeel: (explaining to Samer how they can make the conversation) طبعا كل المطلوب منا نديروا محادثة يعني انا نسالك وانت تسالك وانت تسالني نسالك وتسالني{All we asked to do is to prepare a dialogue. I ask you and you ask me and so on.} =

4. Samer: = متى؟{When?}

5. Hadeel: يوم الاثنين {on Monday.}

(LT- 28 Jan)

4.2.3 Interpersonal Relations

Ferguson (2003) also emphasises the importance of L1 in maintaining interpersonal relations between teachers and students and between students themselves. In our case maintaining rapport within our classroom environment would not have been possible without resorting to Arabic, students' L1, which was used to serve several purposes as noted in the sub-sections that follow.

4.2.3.1 Supporting and encouraging each other

There were so many incidents where students tried to support and push each other forward. We were doing a kind of practice and it was Tahani's turn. Tahani was very shy and did not want to say anything because she was afraid of making mistakes. But once she uttered her first sentence students gave her a round of applause to encourage her and tell her that she was doing well and that she was making progress.

1. Samer: والله غير الخوف انت ما شاء الله عليك {You are doing well. It's just you are afraid.}

2. Fatima: والله ما شاء الله عليك {You are doing well.}

3. Samer: في الاول كان كله صعب ولكن توا شوفيها كيف نطلقت ما شاء الله عليها {At the beginning everything was difficult for her, but now see – she started speaking in English and she is doing well!}

4. Teacher: منى شوفي الطريقة الي قلت بيها .الطريقة الي تتكلمي بيها كويسة .حتى لا نتعلموا فامتقوليش احنا هني {Tahani, remember we are all here to learn. Never think that هما ينتقدوا فيا. ابدا هدا انسيه من راسك we will criticise you at all.}

5. Fatima: والله ماننتقدوش فيك لا {No, we promise we will not criticise you.}

6. Teacher: احنا كلنا جايين نتعلموا {We are all here to learn.}

7. Samer: مافيش حد جاي من بطن امه متعلم {No one was born knowing everything.}

(LT-30 Jan)

The only language used in this extract is Arabic: students' L1. This is because the use of any language other than the student's L1 would have been inappropriate in that situation. For Tahani this was the first time she had actually started learning English. At the beginning she was very reluctant to say anything in English because she was, as is the case with most beginner language learners, afraid of making mistakes. Even though I could sometimes see that she had the desire to say something, mostly her fear conquered her desire. Since this incident might be considered as the first time she participated in classroom activities, moral support was very necessary (and readily available) in her case. Significantly, because for Tahani this initiative signifies a first step on the English language ladder, it would have been useless to show her our support in English.

1. Fatima: I feel sick today.

2. Tahani: really?

3. Fatima: yes, I have headach:::e×2 an::d (0.9) stomach-ache. yeah, I am very sick today.

4. Tahani: sorry to hear that. كيف نقول امشي للدكتور؟ {How to say, 'go and see a doctor'?}

5. Fatima: can you go to hospital?

6. Tahani: go?

7. Fatima: yes, can you go to hospital?

8. Tahani: ca::n yo::u go t::o hospital?

9. Fatima: yeah, today I ha:::ve appointment wi::th Dr Hynes.

10. Tahani: uummmm نبي نسال لكن في كلمات مش عارفة كيف نقولها بالانجليزي {I want to ask but I do not know how to say it in English.}

11. Fatima: بالشوي عليك قوليهم حتى بالعربي {No problem, you can say it in Arabic.}

12. Tahani: okay. (checking something in her handout)

13. Fatima: I have appointment about 4 o'clock in Netcare.

(LT-9 Feb)

This extract is also yet another example of the use of the L1 for peer moral support. Fatima encourages Tahani in Arabic, but the former indicates in Arabic in turn 10 that it is not a lack of information that inhibits her, but her lack of English vocabulary. Fatima urges Tahani to be patient, as they had all undergone the same experience. Since it was Tahani's first experience of communicating in English, all, including Ahmed, tried to encourage her and to make her feel at ease.

Though his English is not perfect, Ahmed, attempts to motivate Tahani in English, and Hadeel, realizing that Tahani would not understand everything, translates Ahmed's message into Arabic. This can be seen in Turn 1. Hadeel, who is close to Ahmed, goes beyond translation, and elaborates further to convey his message clearly in Arabic.

1. Ahmed: the first time I came to EC school I was like my sister (pointing at Tahani). I didn't understand and reading anything in English when I go to the mosque and when I come back I catch or caught three words- three sentences- 'I am going to the mosque, I come back from the mosque, I am going to the garden'. all the body they didn't thought you is crazy because we came here for learning English. no one will laugh because I will also laugh- because if you fail today, I will fail tomorrow. that is- they may be give us advice. like that-

2. Teacher: **I love you guys**. You are helping each other. Yes, thank you so much. Did you understand what he said to you ? (addressing Tahani)=

3. Hadeel: =can I translate what uh

4. Teacher: yes, perfectˣ2 Hadeel. well done. Now we are doing a kind of role play. perfect Hadeel. now Ahmed, Tahani, let us say that you (addressing Tahani) speak only Arabic تتكلمي عربي بس {Speaks Arabic only}. Ahmed speaks only English. he wants to help you or encourage you to start studying English. so يحاول يشجعك أنك تتكلمي انجليزي {He tries to encourage you to speak English.} all what Ahmed told you now, Hadeel is going to translate it to you

into Arabic. it is a kind of role play. **perfect guys. you are awesome**. I love you all. Go Hadeel (students laugh)

5. Hadeel: الام لغتنا ماهيش الثانية اللغة هادي تعتبر للطلبة بالنسبة هنا الكل نحنا جينا مرة أول بيقولك احمد أخي ,تهاني . الاخطاء في يقع بيقع الشخص دائما مرة أول . يتعلم دائما, بيقولك احنا أول مرة بيمشي للجامع يصلي يرجع بثلاث جمل ويمشي ثاني. يوميا ياخد كلمة اثنين يحفظهم ,يرددهم, يستخدمهم حتى مع الاصدقاء أو في البيت. اليوم الثاني, مايمشيش للجامع مثلا, يمشي للحديقة يتلاقى مع ناس ياخد منهم كلمة يتحاور معاهم ويرددها ثاني وثالث وهكذا . فهمتي؟ الكل×2 في {Tahani, my brother ولكن الواحد كل يوم يتعلم full بداية الامر بيقع في أخطاء وبيتعلم . الان قالك أصبحنا مش Ahmed is trying to say that this happened to all of us the first time we came here (South Africa). This is our second language. The first time, it is expected that everyone will make mistakes. We always learn. He is telling you that (when he started learning English) for the first time he would try to repeat three sentences (each time) while going to the mosque and coming back. Every day he learns words, he repeats them and tries to use them when talking to his friends or at home. The following day, he doesn't go to the mosque; he goes to the park where he meets people and chats with them. He learns some new words from these people and he tries to say these words several times to memorise them. Do you understand? Everyone, at the beginning, will learn through the mistakes they make. He is telling you that now we are still not perfect but we learn something every day.}

(LT-21 Jan)

Although Tahani sensed that Ahmed was supporting her, she did not quite understand him until Hadeel translated his message into Arabic.

Such use of the first language, or the language of mutual understanding, also helped to maintain rapport and intimacy amongst students and their teacher. In turn 2, I praised those students who had encouraged and motivated their class-mates. Such encouragement certainly helped to create a good rapport amongst students and it enhanced their performance in a positive way. This is borne out in Ahmed's evaluation of the course.

(Ahmed: extract 14)

"حسينا مافيش خوف بين الطلبة معناها الي كنا في الفصل . معناها ماتقولش هدا تو بيضحك علي قصدي حسينا كانا عائلة وحدة ونبوا نساعدوا بعضنا البعض."

{We did not fear the other students in the class. I mean no one would laugh at you. We felt like a family and wanted to help each other.}

4.2.3.2 Expressing appreciation and satisfaction with the lessons

1. Teacher: الوقت يطير زي مانقولوا{Time flies – as we say} so please guys try to come to our next class on Wednesday. lots of nice stuff we are going to learn and on Friday in shaa Allah (if God's will) we are going to practice everything. So Tahani prepare yourself

2. Tahani: ان شاء الله. والله تبي الحق كان نحصل الحوش معاش نروحله بكل.{In shaa Allah (if God's will). Honestly, I don't even want to go home because I enjoy the lessons.} (students laugh)

(LT_ 18 March)

Besides the foregoing reasons for which the L1 was used, students also used Arabic to show their gratitude and to express how pleased they were. This excerpt illustrates that I was telling the students that the lesson had ended, but some students commented that did not feel like going home as they enjoyed the lessons.

Another way of ascertaining the effectiveness of the course was through informal interviews with the students. It was a kind of indirect question through which I could evaluate students' attitudes towards the issue being investigated. In order to be faithful and attentive to the ethics of research my positionality as a researcher-interviewer was given considerable attention. I took to heart Sultana's (2007: 376) assertion that "reflexivity in research involves reflection on self, process, and representation ... (on) critically examining power relations and politics in the research process, and (on) researcher accountability in data collection and interpretation".

As I had built up trust and rapport with the students, I was able to conduct an interview that is reliable, and what contributed to this was the fact that the students and I share the same nationality, ethnicity, identity and language (Sultana, 2007). Furthermore, I maintained rapport and trust as I required research participants to think of research as mutual collaboration in which research participants are not to be exploited, but rather to be considered as a resource we learn from by merging with theirs the knowledge we have (Skeggs, 2002).

I explained to the students that I would not be offended should they be critical of the course for any critical remarks would only help me to reflect on and improve my teaching methods. Indeed I emphasised the fact that the more reliable and accurate their answers, the more reliable and accurate the findings of the research. This clarification helped greatly in not suppressing the voices of the research participants (Watt, 2007).

Asking students about their evaluation of the activities employed in our classroom was the lens which allowed me to re-examine students' perceptions and attitudes towards the use of their first language in language teaching. In their answers, students expressed their satisfaction with classroom activities. However, the selection of "favourite activity" varied from one student to another.

(Ahmed: extract 15)

"الدورة كان ماكانتش متنوعة ومافيهاش انسجام بيصير فيها الملل وانت بروحك مش حتكمل مرات في الدورة. ولكن قصدي بعد في انسجام في الدورة وبرامج متنوعة زي practice وتقمص الادوار او مثلا الترجمة بين العربي والانجليزي والا مثلا moral story , هديم كلهم كانت انشطة والا كلمات جديدة قصدي كلها كانت ذات فاعلية **والحق عجبتني,** القصاصة تكون بالعربي وترجمها الي اللغة الانجليزية . الحق هادي نسجمت معاها بشكل كبير جدا."

{If there is no variety between activities in the course and no harmony, you will be bored and might quit. But with activities like practice, role-play, translating from Arabic into English and vice versa, morality stories and new words ... these activities were all effective, and **actually I liked them**. I enjoyed the activity of translating from Arabic into English a lot.}

(Fatima: extract 16)

"تخيلي روحك وانت تقوم بدور يعني , فاكيد مش حتنسي الحاجات الي درتهم في الدور هدا. وحاجة ثانية تبقى الحصة كلها مش مملة الابلة تعطي وانت تسمع, قصدي هدا روتين ممل شوي في class لكن لما انت تقعد تمثل وتقعد ادير وتتكلم هادي حاجة تشجعك عالكلام وفي نفس الوقت الدرس يمشي مش ممل مثلا لما كنا ناخدوا في قصاصات الورق وترجمي الجملة من العربية للانجليزية او العكس, هادي اكثر شئ كنت نحبها في class."

{Imagine yourself playing a role. You definitely won't forget what you did in that role. Another thing is the whole lesson won't be monotonous as it is when the teacher talks and you listen. I mean this is a boring routine. But when you yourself act and talk this will encourage you to talk more and the lesson won't be boring. For example, the activity I liked most was when we were given sentences on pieces of papers and asked to translate them from English to Arabic or vice versa.}

From the answers, it was interesting to note that for some students the classroom activities were entertaining, so it is through the proper choice of activities that the teacher can overcome the obstacle of the different levels of his/her students.

(Eman: extract 17)

"من خلال الي شفته والتغير الي شفته في زملائي الي كانوا مثلا مبتدئين جدا كانت بالنسبة **للطرق الترفيهية كانت وسيلة جيدة جدا**, ان هما قدروا يتواصلوا وماحسيناش انه في فرق في المستويات وشفت انهم لما بنستخدموا activities هادي انهم بيكون عندهم **رغبة اكثر**, يعني كانت تحس كل group وكل الفصل في انهم هما في مستوى واحد , يعني يقدروبتشجيع الزميل للزميل انهم كلهم يقدروا يتكلموا باي وسيلة , وكانت في حرية اكثر competition يعني التنافس او التحدي. هدا **كنت نحبه اكثر لانه يشجع فيهم كلهم** ويشجع في group كله ان كل واحد يطلع بنتيجة و يطلع كل قدراته."

{According to what I saw and the difference I noticed between the levels of my colleagues especially the beginners, **the entertaining ways were a good channel** through which they managed to communicate, and we did not then notice the different levels in the class. When we used these activities I noticed that they were **more motivated**. I felt that the whole class was at the same level, and by encouraging each other we all managed to talk and we had more freedom. My favourite activity was the competition **because it encouraged the whole group** to prove themselves.}

Another important aspect that should be noticed here is that maintaining good rapport among students is an effective way of encouraging students and it allows them to benefit more. This emerges clearly in Ahmed's evaluation of the course.

(Hadeel: extract 18)

"كانت **فعالة وممتازة** تزيد فينا نشاط وتحمس فينا ونزيدوا نفهموا اكثرها تقمص الادوار لتحسين speaking"

{Classroom activities were **effective** because they encouraged us and made us more active and enthusiastic, and helped us to understand better. My favourite was role-playing because it helps to improve speaking.}

Larsen-Freeman (2008: 130) states that students feeling that "they are learning to do something useful with the language" can keep them motivated to learn a second/foreign language.

However, for some students there were certain shortcomings. For any classroom activity to be effective, students think that it should suit the level of all students so that they all feel comfortable. What surprised and entertained me simultaneously was to see how aware students were of what was going on in the classroom. Their evaluation of the effectiveness of the activities was not based on their own reaction only but on the reaction of the other students as well.

For example, the basis for this student's criticism of the activity was not because she could not handle it herself, but because she thought it was difficult for some of her colleagues.

(Eman: extract 19)

"اني كنت نشوف في عيون زملائي في بعض الانشطة كانوا كلهم يرغبوا وفي بعض الانشطة يعني نشوف فيها في عيون زملائي خاصة المبتدئين زي الي مش راغبينها مثلا لما يكون في يكون conversation يكونوا عندهم خجل انهم هما

بيحسوا بيفرق في المستويات لو خدينا مواضيع اكاديمية, يحسوا فيها اكبر منهم , هادي الحاجة الوحيدة الي ماكنتش راضية عليها لان نحب نخلي كل الطلبة في مستوى واحد , يعني ويكون النقاش في المواضيع السهلة."

{I saw in my colleagues' eyes that they all liked certain activities. But I also saw that some were not preferred, especially amongst the beginners. For example, when it was a kind of academic conversation, I noticed that they were shy and felt like the conversation was much higher than their level. This was the only thing I was not satisfied with because I liked all students to feel they are at the same level and to choose topics which were easy to discuss.}

In addition to the selection of activities, students were asked to also comment on classroom management. They were requested to evaluate the teacher's management of the classroom, the distribution of roles and participation in discussions. Basically the aspect students appeared to be unhappy with was the duration of the lessons and the time.

(Hadeel: extract 20)

"يعني بصراحة تنسيقها وتوزيعها ممتاز جدا حاجة وحدة بس الي هي زيادة الزمن ساعة ونصف ماكانتش كفاية."

{The way the classroom was managed and how tasks were distributed was very good. The only thing was the duration because an hour-and-a-half was not enough.}

(Nabeel: extract 21)

"نعم لان ماكانتش الابلة بس تعطي الادوار, كانوا حتى الطلبة يشاركوا في اعطاء الرائ."

{I was satisfied with the classroom management because it was not only the teacher who distributed roles but also students took part in managing this.}

(Tawfiq: extract 22)

"الدورة كانت رائعة **لكن** التوقيت مايناسبش المفروض يكون التوقيت في الصبح, ويكون الزمن اكثر شوي المفروض يكون ساعتين بشكل يومي كان يعطي **اكثر**."

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{The course was amazing **but** time did not suit me. It should have been in the morning and for two hours every day. The benefit would have been **greater**.}

(Samer: extract 23)

"**طريقة** القاء المدرسة للطلبة كانت طريقة **جدا ممتازة وجدا عصرية حديثة**, فهم الطلبة كان كويس, يعني لاحظت ان هما معظم الطلبة تحسن ادائهم بعد الدورة."

{**The way** the teacher managed the classroom was **very good and very modern**. Students' understanding was good and I noticed that the performance of most of the students improved after the course.}

(Eman: extract 24)

"بالنسبة لي انا كانت استفادة كبيرة جدا وانطباعي عن الدورة كانت ممتازة. شفت كل زملائي كانوا **مبسوطين** من الدورة وكان عندهم دافع كبير ان هما يوصلوا وان هما لازم يحققوا الهدف من الدورة."

{For me it was an excellent course and I benefited a lot. All my colleagues were **happy** and they all had the motivation to continue and the intention to achieve their goal.}

Students showed their satisfaction with the course in general. Moreover, some students expressed their intention to join me if I plan to have another course like the one we did. But again the issue arose of student awareness of what was taking place in the classroom as well as their evaluation of the level of other students, as illustrated in the two quotes that follow.

(Nabeel: extract 25)

"كانت دورة استفدت منها كثير وتمنيت انها كانت مدة اطول لنتعلم اكثر لان اختلف فيها العطاء ووجهات النظر وفي عدة طرق لكسب اللغة."

{It was a course through which I benefited a lot and I wished it might have lasted longer so I could learn more because the teaching method was different, there were different points of view and different ways to learn the language.}

(Samer: extract 26)

"الدورة كانت ممتازة ولو عندي وقت وفيه دورة تانية حندخل فيها بادن الله حتى المدة الجاية **لتحسين واسترجاع المعلومات وللاستفادة اكثر** لانها زي ماقلت **وناكد انها افضل طريقة** لشخص يتعلم اللغة الانجليزية **في البداية.**"

{The course was excellent and if I have time and there is another course, I will join it **to improve and recall the information** I learnt and benefit more because I told you **I confirm that this is the best way for beginners** to learn English.}

What Samer meant by "the best way" was the use of the first language in second language teaching at beginner levels.

4.2.4 Maximizing Learning and Making Language Connections

One of my observations generated through classroom activities which was jotted down in my field-notes was that students felt more at ease when translanguaging was allowed, which in turn increased participation, allowed for more ideas and reduced students' fear and anxiety.
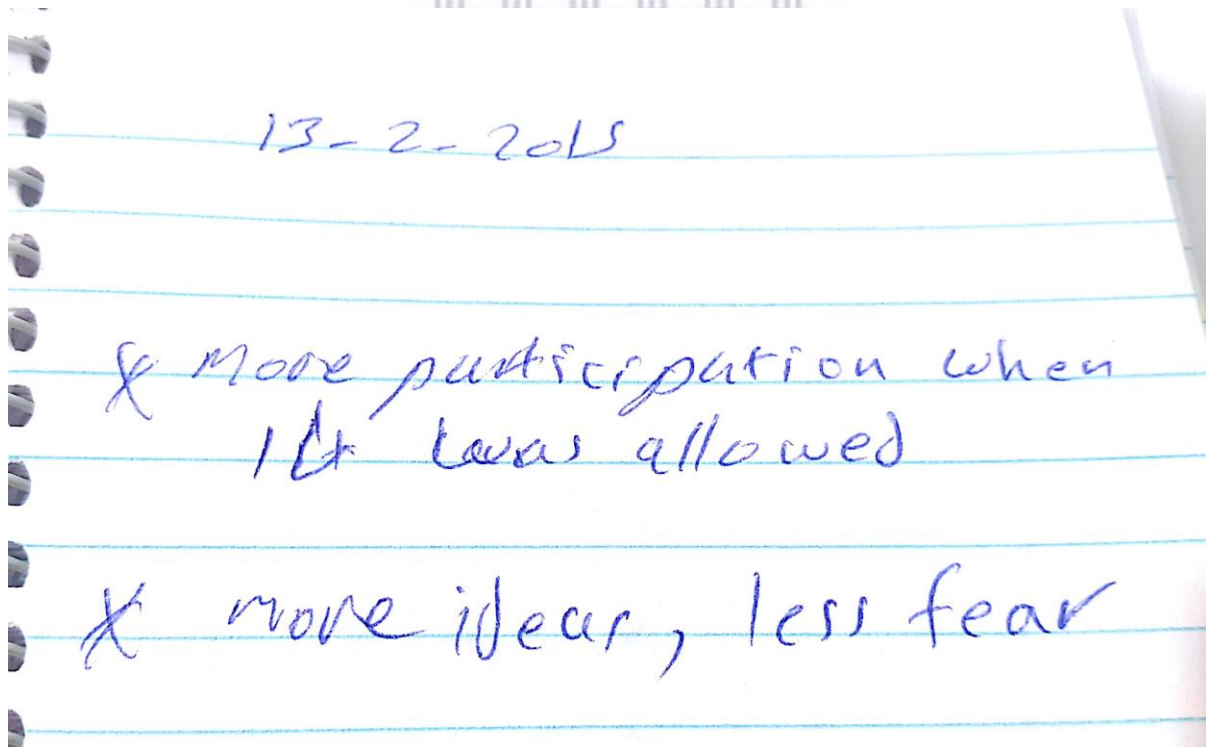
Figure 9. Field-note 3 (13 Feb 2015)

This was another aspect of the purposeful use of the L1 in which students were allowed to translanguage: to use Arabic when the English word or expression was not at their disposal. This provided them with the opportunity to acquire new vocabulary through what is referred to as 'incidental learning'. I was persuaded by this approach because opportunities for both intentional and incidental learning of vocabulary seem to "be appropriate at different points along the incremental learning process" (Schmitt, 2008: 353). The rationale here is that vocabulary learning is a complex and gradual process which learners need to successfully use as they take on a second language.

The following examples demonstrate students using their first language to help them overcome fear and to learn new lexical terms and expressions.

1. Tawfiq: he see transcript uh English uh (laugh) up but speak uh nothing

2. Tahani: يلقى في الدرجات عالية {He finds that the student got high scores in English.}

3. Teacher: **excellent** Tawfiq. you mean when he saw the transcript he saw that that student got a **high** mark (writing it on board) high mark or high score in English but when he×2 started (all laugh) speaking, he couldn't say anything yeah?

4. Tawfiq: yes

5. Teacher: okay, very good. you know what Tawfiq. انت شن قلت في الاول {What did you say at the beginning?} before you start your sentence in English? اها تكلمتي عن المهارو والا لا؟ {You talk about proficiency, don't you?} =

6. Tawfiq: = ايه المهارة {Yes, proficiency.}

7. Teacher: which is uh- you know what it's×2 one of the good things that help you **start** talking about something. هادي حتى بالانجليزية مهارة معينة, حكاية اها انت تكلمتي عن..., بيش تربط الموضوع وتجيبه لبعضه {It is also a skill in English to link two points. For example, when you say you talked about}

8. Samer: yes

9. Teacher: so you should have said abdu- uh Tawfiq: aha talking about proficiency. بالمناسبة {Talking about proficiency, listen to what انت تكلمتي عن المهارة شوفي الموقف الي صار معاي happened to me!} so it's like this. talking about وتقول الحاجة الي انت ربطلك فيها الحوار {and you say the thing that made you think about another thing.}

10. Samer: talking about, yes×2

11. Teacher: yeah, talking about' and then uh let me just say something. uh aha I visited Hadeel uh okay. Let's say that I'm telling you that you know what- (1) uh okay. you know

what I uh (I couldn't)ˣ2 uh or I didn't have time today uh to go and visit Hadeel in the hospital. so for example Tahani just says: aha talking about Hadeel حقا بمناسبة الحديث عن هديل {talking about Hadeel} do you know that she blah blah blah. and you can just say- so it's 'talking about' وتقول الحاجة الي خلتلك الفكرة تخطر علي بالك {and then you say what came to your mind}

12. Samer: talking about

13. Tahani: واضحة {It is clear now.}

14. Samer: [ربط الموضوع] {to link points of a topic}

15. Tahani: [صح] {Right.}

16. Teacher: الي هي تبقى المفروض مرتبطة بيها {Things that should be linked to that specific point} which is **very good** Tawfiq- so 'talking about proficiency in English, do you know thatˣ2 a supervisor in Tygerberg hospital doesn't like Libyan students just because they don't or they can't speak English- or they are not good at English

(LT-6 May)

This excerpt shows how I explained terms/procedures relevant to applications to the academy such as registration and academic acceptance, particularly about IELTS and language proficiency. Tawfiq wanted to share an anecdote. In the early stage of the course he was shy and reluctant to speak, as manifested in loud breathing, reddened face and sweating. Three months later Tawfiq had changed dramatically. He was no longer shy; he participated in class and initiated dialogue. In turn 2 we notice that he struggles to formulate complete English sentences, yet he does not hesitate to share an anecdote. This would not have been possible if the L1 had not been allowed.

In this extract the L1 was also used for clarification purposes. In turn 11, the example I provided to explain how to use 'talking about' was purposefully given in Arabic so that a full understanding of how to use it will be maintained. In turns 13-15 it was up to the students to confirm comprehension.

The following extract captures an exchange in which we explained the meaning of words, relating to 'watch'. I told students that 'watch' also refers to a small timepiece worn typically on the wrist. Manal was thinking the same and she told me in Arabic 'كيف كنت بنقولهالك' which

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means in English 'I was about to say it'. I used the opportunity to help students learn this phrase. I translated the phrase into English and provided other examples in both languages to clarify the meaning, as we see in turn 5.

1. Teacher: watch يشاهد التلفاز {watch} by the way we نقدر نستخدمها حتى كاسم للساعة {We can use it even to mean watch.} (pointing at my watch)

2. Manal: (smiling) كيف كنت بنقولهالك {I was about to say it.}

3. Teacher: see, I was about كيف بنقولهالك {I was about to say it.} I was about to×2 say it

4. Manal: I was about to say it.

5. Teacher: aha, I will give you another example. I was about to have dinner when I saw كنت على وشك تناول الغداء عندما رأيت احمد وايمان قادمين Ahmed and Eman coming from the university من الجامعة {I was about to have lunch when I saw Ahmed and Eman coming from the university.}

(LT-16 Jan)

Three weeks later, Ahmed used this expression appropriately. On the 2nd of February we were reading a story and the students were introduced to new vocabulary. Afterwards they had to retell the story in their own words. I was happy to notice how they used the words they had learnt in the previous lessons.

1. Teacher: (arrogant which Means)×2

2. Ahmed: متغطرس

3. Teacher: مغرور أو متغطرس very good. So [we have always]

4. Ahmed: [I was about to]=

5. Teacher: =yeah, I was about to say it. **Very good**

6. Ahmed: (laughs) I was about to say it.

(LT-2 Feb)

The following excerpt emanates from a group discussion about one of the videos viewed in class. Students were trying to guess the moral of the story. The video contained less dialogue and more dramatization, thereby stimulating discussion. Due to the level of the students, I used materials that do not contain a lot of language but they can generate much discussion

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(Larsen-Freeman, 2008). I chose familiar English morality stories, and relied on their prior knowledge to improve their understanding, although they could not always articulate their responses in English. Nabeel understood the moral, but could not say it in English; yet this did not discourage him from participating in the class. He saw it as an opportunity to add new words and expressions to his personal dictionary.

1. Nabeel: I have words from Arabic

2. Teacher: yeah

3. Nabeel: ارضاء الناس غاية لا تدرك{It is impossible to please all people.}

4. Teacher: this is the moral of the story (the story of The Farmer, his son and the monkey)

5. Eman: yes

6. Teacher: can you say it in English?

7. Nabeel: مانعرفش{I don't know how to say it.}

8. Teacher: yes, (try it)ˣ2. perfect- this is the exact moral of the story. t**ry it**. try to say it in English. use the **very**ˣ2 uh simple words you know.

9. Eman and Warda: please all people.

10. Teacher: because there will always be someone who disagree with what you are doing. See (looking at S1) so this is the point رضا الناس غاية لا تدرك {It is not possible to please all people.}. it is not possible to please all people

11. **Students**: رضا الناس غاية لا تدرك{It is not possible to please all people.}

12. Eman: it is impossible to please all people

(LT-4 Feb)

The excerpt that follows shows what would seem obvious – how the pedagogical or purposeful use of students' first language enabled those students to learn new vocabulary. Allowing students to use Arabic when needed paved the way for them to ask freely without fear of being criticised. Using the first language was helpful, not only for Fatima, but it was a chance for all to learn new vocabulary and comprehend the difference between another two confusing synonyms: 'suit' and 'fit' as in turns 11, 13 and 15.

In turn 22, I used the L1 to praise students' efforts by drawing their attention to the importance of participating in classroom activities. I pointed out how rewarding this would be for them as it would help to improve their vocabularies and sharpen their awareness of English grammar, which in turn would cultivate their speaking skills.

1. Teacher: you were about to ask a question. So what is your question?

2. Fatima: when I went to Athlone I buy a dress.

3. Teacher: when you went to Athlone **you bought** a dress.

4. Fatima: you bought a dress.

5. Teacher: I bought a dress.

6. Fatima: this dress long to me.

7. Teacher: aha, okay. It doesn't (0.2) fit you.

8. Fatima: yes, {It is not my size} مايجيش علي long one.

9. Teacher: it was too long for me. it doesn't fit me. (Writing it on board)

10. Fatima: (writing it down) yes, it doesn't fit me. (students write it down)

11. Teacher: when talking about the size- الحجم ونقولوا مثلا نتكلموا لما ولكن والطول الحجم عن نتكلموا لما This is when {والطول اوكي تمام ولكن ماناسبنيش اللون وهكي مامشاش مع وجهي وحاجة زي هكي فما نقولوش we talk about size and length. But when talking about colour, we don't say} it doesn't fit {we say} it doesn't suit me. (Writing it on board and students were also writing it نقولوا down) {It means that the colour doesn't suit you.} يعني مش ماشية معاي يعني زي مانقولوا لابسة هادي guys I feel- or someone told me that this coat doesn't fit me- sorry doesn't suit me.

12. Nabeel: different meaning or the same meaning?

13. Teacher: {Both mean ليها علاقة بالحجم ضيقة قصيرة طويلة fit الاثنين معناهم مش ماشية معاي لكن ال that you do not look good in what you are wearing, but 'fit' has to do with size and length and 'suit' has to do with the colour and style, for example.}

14. Fatima: {It has to do with size.}ليها علاقة بالحجم

15. Teacher: زي مانقولوا مش ماشية معاي suit {but} لكن {means the colour or the style doesn't suit you} it has to do with the colour how ×2 do you look like wearing that or this dress or whatever. So either it doesn't fit me لما نتكلموا عن الحجم والمقاس { when talking about size} or it doesn't suit me {When I talk, for example, about the colour}لما نتكلم مثلا عن اللون ومش ماشي معاي S12 you can just make it clear- so it doesn't fit you ولكن كيف؟{But how?} اوكي تمام فهمنا انها {Okay, we understand it doesn't fit you, but how? Now ماتجيكيش لكن كيف؟ توا انت بتتكلمي وتقولي you can just say} it is too long for me. (Writing it on the board) جت طويلة علي عشان توضحي {in order to explain to the tailor what is wrong with your dress.}وتقولي من اي ناحية

16. Fatima: {It doesn't fit me.}هو مازبطش معاي

17. Teacher: okay, so Fatima you bought a dress last week or whatever and the dress you bought did not fit you?

18. Fatima: yes

19. Teacher: guys خياط {Tailor} tailor or dress maker- (students writing them down) both have the same meaning معناهم خياط{They both mean tailor}

20. Rashed: so I am looking for a dress maker?

21. Nabeel: one word this dress maker?

22. Teacher: yes as one word- so see guys this is the importance of starting to talk to each other in English. {شوفوا هدا كله ماكانش مجهز في الدرس لكن شوفوا كم كلمة جديدة طلعنا بيهم اليوم We did not prepare for all these things but see how many words we managed to learn today.}

(LT-23 Jan)

When Fatima came to class for the next lesson she was wearing the dress she had bought and she was excited because, without anyone's help she had managed to speak to the tailor to ask him to make the alterations.

Allowing students to express what they have in mind even though they don't know how to say it in English, scaffolds their learning. Such use of the first language provided me with the opportunity to increase students' vocabulary without them being aware of the fact that they are learning, so that they would know what to use the next time. The purpose of the use of Arabic was to make the students feel at ease, and also to enable them to learn more. The first language thus helped them to access the curriculum and to maintain interpersonal relations (Ferguson, 2003: 39).

Fatima had this to say when I asked her about allowing them to translanguage or to use their complete repertoire (Garcia: 2009) when the English words or expressions were not at their disposal:

(Fatima: extract 27)

"**ساعدني هلبة** مثلا ان نبي نقول كيف نقول كلمة نقول كلمة هكي, مثلا نقول الكلام الي نقدر نقوله بالانجليزي والكلمة الي مانعرفش كيف نقولها بالانجليزي نقولها مثلا بالعربي, انا مش فاهمة معناها مرات بالانجليزي شن تعني , نقولها بالعربي خلاص

يساعدوني الطلبة والا تساعدني الابلة الي معاي في الفصل تقولي شن هي **معاش ننساها** لان صار فيها موقف في دماغي خلاص بتقعد."

{It **helped me a lot**. For example, when I wanted to say something, I said it in English but when it came to the word that I did not know, I just said it in Arabic. If I did not know what it means in English, I said it in Arabic and when the teacher or the students helped me with that word **I wouldn't forget it** because it is connected with a certain situation and it will be stored in my mind.}

The learning of new words for the day is easy, but the retention of those words with full understanding of their meaning is what is challenging and more important. Therefore the use of the mother tongue as an aid within an English contextual situation helped these students retain new words. Memory connects by association. By using Arabic, Fatima was allowed to practise her speech in a spontaneous manner, which in turn encouraged her to speak the English that she knows. This enabled her to learn more about English.

4.2.5 How can students' emotion affect their learning?

On Hadeel's return from The Department of Home Affairs she expressed her anger in a conversation about visas and this Department. I tried to allow the students to talk for a while about it to change their mood so that we might have a good start to our lesson. It was also a chance for me which I seized upon to make students speak more of the language.

1. Ahmed: you know. If you uh uh must uh go the bank, you will find a problem. if you want to register at the university you will find a problem uh

2. Eman: that's why because the×2 main problem is the visa

3. Ahmed: you know the visa is×2- you know it's- but why is especially in uh Libyan students or Libyan uh

4. Eman: **no**, not only Libyan students- because I uh- do you remember Hadeel?=

5. Hadeel: =**yes**×2

6. Eman: when we start to register this year=

7. Hadeel: =yeah

8. Eman: too many.   [Foreign students]

9. Hadeel: [yeah too many]. just I am looking because I am uh- my situation is very×3 about it

10. Teacher: Hadeel

11. Hadeel: yes

12. Teacher: I can give you another expression. It's a nice expression to say that يشيط من الغيظ {I am very angry.}

13. Hadeel: [uh]

14. Ahmed: [excuse me] (Ahmed received a phone call and asking for my permission to go outside)

15. Teacher: I am fuming mad

16. Hadeel: I am fume?

17. Manal: fuming mad

18. Teacher: **fuming mad. هذه عبارة قوية جدا معناها انا] بنشسيط] من الغيظ زي الديناصور** {It is a strong expression. It means I am very angry to the extent that I will throw fire like a dinosaur.}

19. Eman: [بنتفجر] {I will explode!}

20. Hadeel: [Samer, may I borrow your pen?]

21. Samer: yes

22. Hadeel: [okay, thank you]

23. Manal: [my friend Fawz, student from Saudi×2 Arabia] It's not- uh fine good- the uh one month and it's okay for visa. (she meant that her friend got her visa issued without any complications and in just one month's time)

24. Eman: **yes**, because they have a **strong** government.

25. Samer: sorry, teacher, what is the meaning of 'fuming maid'? (fuming mad)

26. Teacher: **fu- fuming mad**

27. Samer: what's the meaning?

28. Teacher: معناها الغيظ لين مطلعة دخان من الغيظ {It means I am very angry.} I'm fuming. But I can see Hadeel [is **fuming mad**]

29. Eman: [**fuming mad**] yes (all laugh)

30. Hadeel: fuming mad

(LT – 18 Feb)

By doing this we managed to help Hadeel relax and feel better. Trying to help students to calm down and (wisely) to take advantage of their emotions helped increase their participation in classroom discussion. This is, from my point of view, another aspect of what is referred to as 'incidental learning'. In other words, I was trying to make use of context as lesson material.

Such purposeful use of the first language can be enhanced when it also serves to provoke students' episodic memory, defined by Sternberg as "store(d) personally experienced events or episodes" (Sternberg, 2012: 209). This is because words such as those used in the conversation are associated with a time tag and a context tag, which in turn help to encode and retrieve these words when needed.

After being asked about the use of their first language in our course, students were also asked about their attitude towards the idea of using the L1 in second language learning in general. Even though all nine students stated that the use of the L1 is primary and should be given more attention, they all agreed that such use should be restricted to the elementary and intermediate levels. In other words, the relation between the extent of use of the first language in a language classroom and the level of the students should be decrementally adjusted. This is to say, the better the level of the student, the less the use of the L1.

(Fatima: extract 28)

"يعني الطلبة لما يجوا بيتعلموا لغة, واللغة الاساسية متاعهم الام هي اللغة العربية مثلا علي سبيل المثال مرات في طلبة **ماعندهمش فكرة اساسا** عن اللغة الانجليزية , فانت لما تجي مثلا وتحطيلها ابلة او تحطيله منهج مافيشي ولا كلمة عربي شعور صعب يعني فلما يكون في ترجمة مثلا تساعد الطالب **خاصة الجدد**, ممكن الطالب بعد مستويين ثلاثة خلاص معاش يهتم بالترجمة هلبة , لكن في البداية **بالاخص** يعني **المفروض** يساعدوا الطلبة بالترجمة."

{If students want to learn a language and their first language is Arabic for example, sometimes they **know nothing** in English. So when you teach him/her entirely in English and the teacher knows no word in Arabic, it is a difficult feeling. But if translation is allowed, it

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helps students, **especially the new ones** (beginners). Perhaps after two or three levels, students may not pay that much attention to translation, but at the beginning **especially**, students **must** be assisted by the use of translation.}

Fatima's simple explanation for the necessity of using the student's first language in language teaching is in keeping with Cummins' idea of academic engagement. Cummins et al (2005: 40) confirm the importance of the student's cultural knowledge and language abilities as key resources in enabling academic engagement. Excluding students' first language means also excluding their culture, life experiences and language resources which in turn leads to frustration and withdrawal from classroom activities (Auerbach, 1993; Garcia, 2001; Nation, 2003). This frustration prevents students from making progress, which negatively affects language learning (Auerbach, 1993; Cummins, 2008; Nation, 2003; Garcia, 2001).

(Hadeel: extract 29)

"من وجهة نظري انا **المفروض** , بالنسبة لدمج اللغة العربية او ضعها داخل من ضمن برامج تعليم اللغة الانجليزية بالنسبة للطلبة الي تتحدث بالغة العربية **عامل اساسي باعتبارها لغتي الام** وانا بتعلم لغة ثانية فالبتاكيد اني حنرجع للغتي في ترجمة بعض الكلمات."

{**In my view**, it is **necessary**. Using Arabic for Arabic-speaking students as part of the English language syllabus is **essential because it is my first language** and when I learn a second language, I will definitely go back to my first language to translate some vocabulary.}

This leads us back to the theory of transfer across languages (Cummins: 2008). From the answers they provided we can deduce that students place a high premium on the prior knowledge of their first language and consider it the basis for any second language acquisition. As they see it, what happens is that they are not learning something new. All they are doing is transferring to another language their existent knowledge about how to articulate something they already know (Cummins: 2008). According to Cummins (2008: 67), "the role

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of prior knowledge is particularly relevant to the issue of teaching for transfer in the education of bilingual students because if students' prior knowledge is encoded in their L1, then their L1 is inevitably implicated in the learning of L2." The same concept is supported by Vygotsky's argument for the place of the first language in foreign language learning. When "learning a foreign language, we use word meanings that are already well developed in the native language, and only translate them; the advanced knowledge of one's own language also plays an important role in the study of the foreign language" (Vygotsky, 2012: 169).

(Eman: extract 30)

"انا بنتفق معاك ولكن بشرط ماتاخدش مدة طويلة , عندي **هو لازم** دمجها ولكن دمجها **للمبتدئين** , ندمج اللغة الام مع اي لغة تانية نتعلمها بس للمبتدئين, اول حاجة تسهيل التعلم وتاني حاجة **لاعطائهم افاق انهم يقدروا يستوعبوا اللغة وترغيبهم** في اللغة اكثر وان هو مايصيرش في نفور من اللغة المتعلمة وبعدين بشهرين او بثلاثة شهور ولما يكون في تطور في المستوى يفضل انها تكون تلغى."

{I agree with you but on one condition – it must not be for too long. For me, integrating the L1 in L2 learning is **necessary** for **beginners** in order to facilitate learning and to give them the impression that they can understand the language, in order **to encourage them and not intimidate them**. But after two or three months as the level of the student improves, it is better to not use it.}

(Samer: extract 31)

"**نعم انا نايدها الفكرة هادي بنسبة مية في المية** استخدام اللغة العربية فالدورة الانجليزية مهم جدا للطلبة يعتبروا المبتدئين او المتوسطين لانا يعنى من الصعب عليهم انه من الصفر يخشوا للغة الاجليزية يعنى **ولا** مصطلح مثلا بنفس لغتهم ,يعني **صعب جدا** وحتطول عليهم المدة وفي مصطلحات حتعطي معاني مختلفة حيفهموها ممكن بطريقة اخرى **ومش حيقروا** يستخدموها , **ولكن** النقطة ان الاستاد يتكلم بعض الكلمات يوضحهم باللغة العربية **لزيادة الفهم**."

{**Yes, I support this idea 100%.** Using Arabic in an English course is very important for beginner and intermediate students because it is difficult for them to start learning English

with **no** Arabic at all, not even a word in their language, for example. It is **very difficult**, and it will take them too long to learn. Some vocabularies have different meanings and they might understand these meanings in a different way and they won't be able to use (the new words). **But** the point of the teacher explaining some of this vocabulary in Arabic is to **maintain understanding**.}

The point that students made about using the mother tongue only at the elementary level was also highlighted in Modupeola's (2013) conclusion in a study he conducted to examine codeswitching in language teaching in Nigeria. Modupeola (2013) found that codeswitching is important at the early stages of language learning and it should be gradually reduced in accordance with the level of progress.

It goes without saying that the teacher's evaluation of his/her students' progress is important, but students' evaluation of self-progress is also an important factor that can add more value to language teaching. In another attempt to gain further insight into the attitude of students towards the use of the L1 in second language teaching, I enquired indirectly through their course evaluation by asking them about their level of progress.

Interestingly, most students based their evaluation of their progress on what people in their surroundings had told them about the difference the latter had observed in the level of the students' use of the English language.

(Fatima: extract 32)

"عندي صديقتي المانية من قبل **مانكمل** الدورة لاحظت علي اني رحت **احسن** من قبل ايه احسن ونفهم فيها بسرعة وهي تفهم في بسرعةاكثر من قبل."

{I have a friend from Germany. Before **the end** of the course she noticed that I speak English **better** and that our understanding of each other was quicker than before.}

(Hadeel: extract 33)

"اول شئ هي المشرفة, اول مقابلات ليا معاها كانت انها تجيبلي في طالب من السودان عشان يترجملي بعض الاشياء , بس في غضون شهر والحمد لله كان فيه تحسن والان خلاص لا مترجم ولا مساعد بس وجها لوجه انا واياها . كانت مستغربة كيف كنت وكيف اصبحت."

{The first person to notice the difference was my supervisor. In my first meetings with her she used to ask a Sudanese student to join us to translate for me. But after a month there was an improvement and there was no need for a translator or an assistant. It was only her and me; face to face. She was surprised at how I was and how I became.}

For other students evaluation was based on the improvement they themselves noticed when communicating with people outside the classroom and the confidence they experienced in to handling all their dealings.

(Tawfiq: extract 34)

"من خلال تجربتي كيف توا نمشي للجامعة او المستشفى او السوق او المصرف, الكلمات الي خديتها كلها نلقى فيها متداولة اول ماجيت مانمشيش بروحي الا حاجة زي shopping مثلا لكن لما بتمشي بدير حاجة رسمية في الجامعة او بتقدم اوراق او بتمشي للمستشفى **لازم** بترفع معاك حد تاني لكن حاليا ما شاء الله مافيش مشكلة نمشي ونقضي في اموري كلها."

{In my experience, when I go to the university, hospital, shopping mall or bank, I find that all the vocabulary we learnt is commonly used. When I first came here (to South Africa) **I always needed** someone to go with me when I had to submit papers to the university or to go to hospital. The only thing I managed to do by myself was shopping. But now there is no problem and I can go everywhere and do everything by myself.}

(Ahmed: extract 35)

"انا عملي موضف ماعمريش اشتغلت في التدريس , ولكن بمجرد حضرت معاك وبعدين حصلت فرصة في سكلبريني كنت نعطي حصص للطلبة المبتدئين صارت عندي خلفية من الدروس الي كنت تعطيلنا فيها انت ونستخدمهم مع الطلبة هدوم."

{I am an employee and had never worked as a teacher, but since I attended this course with you I later got the chance to teach some beginner students at Scalabrini. I had the background from the lessons you gave us and I used those lessons to teach my students.}

There was another measurement that students used to evaluate their progress. It was confidence. All students agreed that there was a direct correlation between language and confidence. In other words, the better the level, the more confident the student is. In the following quotes students explained in what ways they found the course helpful and how it affected their confidence.

(Shadi: extract 36)

"ثقتي بنفسي اكثر زادت يعنى **بعد الدورة لان** الدورة اعطتنا الحياة الي احنا عايشينها , معظم المصطلحات الي نستخدومها **يوميا** مثلا في المصرف في الاسواق فالمستشفى في الجامعة في المطاعم يعني."

{I am more confident **compared to (how I was at)** the beginning of the course because the course was a simulation of the real life we live: **everyday language** in banks, shopping malls, hospitals, universities and restaurants, for example.}

(Hadeel: extract 37)

" بعد الدورة استفدنا واجد الحق , اصبحنا ذوي ثقة بصراحة اكثر من قبل. قبل كانت في رهبة وخوف وكلام هكي ماهوش معزز بالزبط ."

{Honestly, I benefited a lot from the course. I became more confident. Before I was afraid and inhibited and I had no confidence when speaking.}

In general we can deduce from the interviews that research participants considered the use of their L1 effective and a catalyst for fruitful community engagement. This is because welcoming the first language provided these students with the opportunity to transfer concepts

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and strategies across languages and allowed them to make use of their prior knowledge (Cummins: 2008).

4.3 Results and Analysis of the Two Tests

In order to give more credibility to students' self- evaluation of their progress, an analysis was done of the results of two tests. As signalled in the Chapter One, students were tested twice: once before and once after the course, in an attempt to traingulate and increase the trustworthiness of the study (Suter, 2012).

Name	Pre-test	Post-test
Samer	27.20 %	30.40%
Ahmed	37.60%	51.20%
Shadi	19.20 %	27.20%
Hadeel	27.20 %	33.60%
Eman	40.80 %	48%
Nabeel	36%	41.60%
Tahani	8.80%	9.60%
Fatima	23.20%	28.80%
Tawfiq	12%	20%

Table 1. Percentage of pre-test and post-test results for each student

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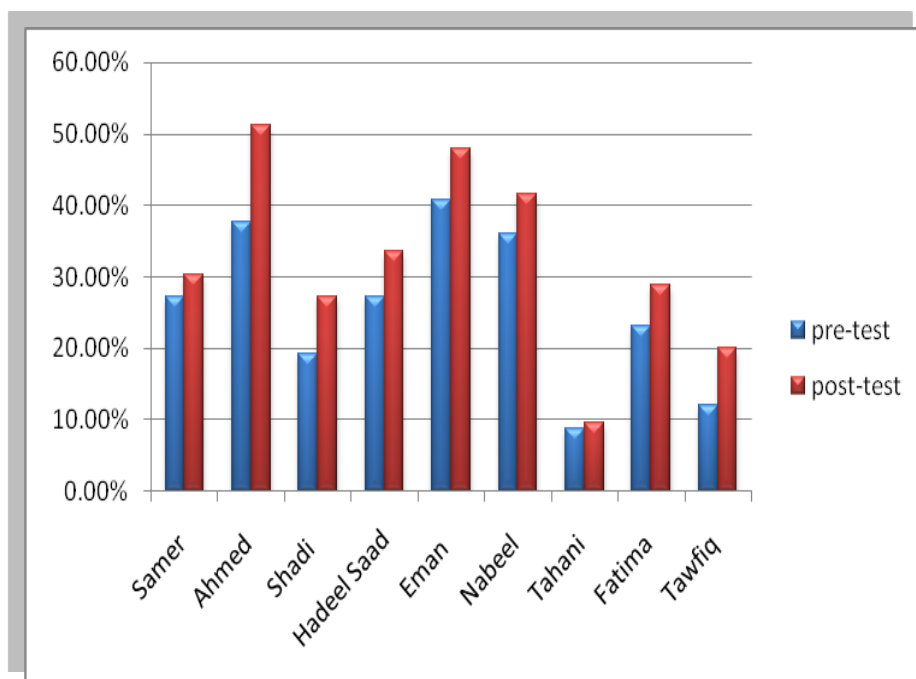
Figure 10. A comparison between pre-test and post test results

Table 1 and Figure 10 show the percentage of the results in both pre-test and post-test including grammar, reading, writing, listening and speaking. Though there is no statistically significant difference between the results of the two tests, a slight improvement can be seen in the post-test results. The bar-graph also shows the difference in student levels. It is interesting to note that except for Nabeel, Tahani and Samer whose progress was about 2%, the percentage of progress was almost 10 % for each of the other six students. Interestingly Ahmed, who got the second highest percentage in the pre-test got the highest percentage in the post-test, while Tahani got the lowest in both tests.

Name	Pre-test	Post-test
Samer	**28%**	**52%**
Ahmed	**40%**	**64%**
Shadi	**16%**	**32%**

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Hadeel	**32%**	**44%**
Eman	**44%**	**60%**
Nabeel	**28%**	**52%**
Tahani	**0%**	**16%**
Fatima	**8%**	**48%**
Tawfiq	**4%**	**32%**

Table 2. The percentage of pre-test and post test results in speaking for each student
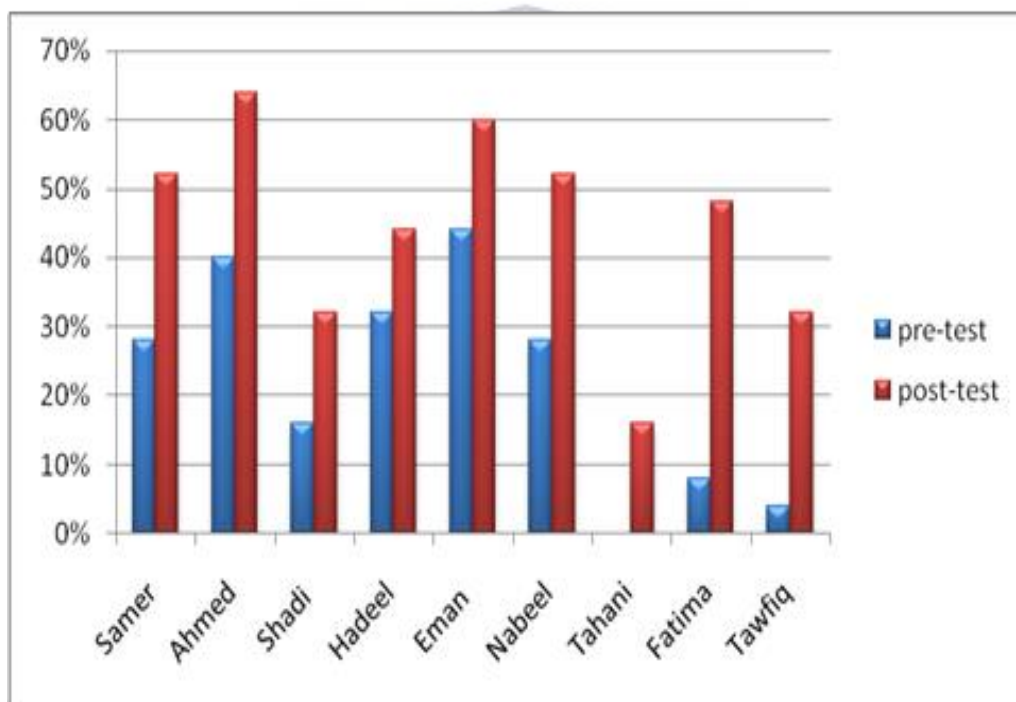
Figure 11. A comparison of pre-test and post-test results in speaking

Since the focus of this study is mainly on speaking skills, it is important to examine students'
results for speaking in both tests.

As is evident in Table 2 and Figure 11, Tawfiq and Fatima, who got the lowest marks after Tahani in the pre-test, both achieved the best progress in comparison with the other students. In general, apart from the varied levels students achieved, statistically there is a significant difference between the results of the two tests.

In this chapter data collected through observation, interviews, diaries, field-notes, the whatsapp chat group and tests were presented and analysed. From the analysis it is notable that using the L1 as 'an afforded purposeful resource' can scaffold L2 teaching and learning. Since languge is an essential aspect of identity, investigating how students shape themselves within the frame of identity added another dimension to my study and served to reinforce triangulation. I thus used body silhouettes and language biographies to gain more insight into the importance of identity in language learning. This data will be analysed in Chapter Five.
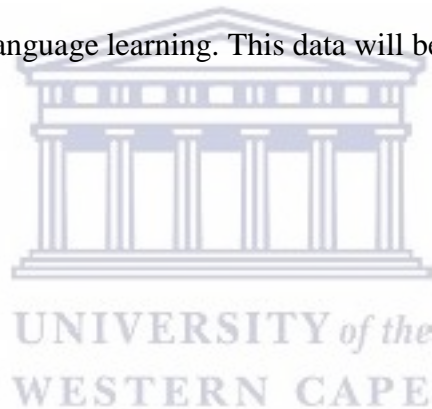
Chapter Five

Language and Identity

5.1 Introduction

This chapter is devoted to the analysis of students' body silhouettes and biographies. A presentation of the profile of research participants – their motivation, purpose and attitudes for studying English as well as their reasons for participating in this study forms a necessary foreground to an analysis of their biographical data in relation to the research objectives. Thus the information that follows is constituted from responses they gave in the interviews.

5.2 Motives

The importance of asking students about their motives for coming to South Africa, for learning English and for participating in this research intervention are illuminated by Vygotsky. He points to the significance of specifying who is doing what, how and for what purpose as processes vital to a more holistic understanding of human activities in a real-world social and cultural context (Vygotsky, 1978). The value of this perspective is endorsed by Lantolf who claims that human behaviour stems from "the integration of socially and culturally constructed forms of mediation into human activity" (Lantolf, 2000).

Questions concerning students' motives for coming to South Africa were also prompted by my observation that there is a discernible presence of Arabic-speaking people living in South Africa (particularly in Cape Town). Also South Africa appears to attract many Arab foreigners who seek to study English for short periods.

5.2.1 Motives for Coming to South Africa

Reasons for choosing South Africa as their destination varied among research participants. For some it was because English is the official language in South Africa.

(Samer: extract 38)

"طبعا لانها ناطقة باللغة الانجليزية وانا عندي رغبة شديدة لتعلم اللغة الانجليزية."

{Definitely because the official language is English and I would really like to learn English.}

For some it was because South Africa has a good reputation for its education and it was easy for them to get accepted in the language schools in South Africa.

(Eman: extract 39)

"اخترت المجئ لجنوب افريقيا لان حسب ماسمعت وما درست عليها في الانترنت انها بلد واسعة الافاق اول شئ وتاني حاجة من حيث التعليم اكثر شئ جامعاتها من افضل الجامعات في العالم يعني."

{Firstly, I decided to come to South Africa because, according to what I had heard and read on the internet, it is a diverse country. Secondly, in terms of education the universities in South Africa are among the most reputable universities worldwide.}

(Hadeel: extract 40)

"تعتبر جنوب افريقيا من الدول المتقدمة فلما بعثنا الايميلات من ناحية القبول فا تسنى لنا وجدنا القبول لنا."

{South Africa is one of the advanced countries and I managed to get accepted in a language school.}

While for others the reasons for their decision were twofold: the good reputation South Africa has regarding education, and the similarity in climate.

(Fatima: extract 41)

"جنوب افريقيا اخترتها انا لان التحصيل العلمي فيها ممتاز وزد على ذلك حتى طبيعة الجو متقارب من الجو الي عندنا."

{I chose South Africa because of the excellent quality of education as well as the similarity in climate. The climate in South Africa is almost the same as what we have in our country.}

What can be inferred from the answers of the research participants is the importance of beliefs and the linguistic and cultural capital students bring with them (Kumaravadivelu, 1999; Cummins, 2008; Canagarajah, 2013; Garcia, 2009). The linguistic and cultural capital students bring with them to the classroom cannot be ignored because these form an essential aspect of students' "symbolic capital and dignity" (Heugh, 2013: 21). By contrast, having such capital and beliefs recognized can release the constraints of exclusion and facilitate inclusion and integration for a productive coexistence with mainstream language and culture (Cummins, 2008; Heugh, 2013; Pennycook, 2007). Heugh (2013: 27) confirms that it is through multilinguality that other networked affiliations can be accessed, mobility can be offered and the repertoire of participation can be expanded.

These perspectives draw attention to the relationship between linguistic and cultural capital and identity, which can affect learning in general and language learning in particular.

5.2.2 Motives for Learning English

In line with the concepts of mobility and multilinguality, students were asked about their reasons for learning English. For the majority learning English is something that they had dreamt about since they were children. Their dream emanated from their regard for the importance of English as a universal language. The way they think goes with the stream confirming that English is the key that will open all the locked doors for them.

(Fatima: extract 42)

"اللغة الانجليزية هي لغة العالم . قصدي اي مكان تمشيلها ضروري انك تستخدمي اللغة الانجليزية حتى في الدول العربية مش غير الدول الاجنبية بس. فهي شئ مهم عندي."

{English is the language of the whole world. I mean everywhere you go you will need English not just in foreign countries but even in Arab countries. It is important for me.}

(Eman: extract 43)

"منذ الصغر انا كنت **امنيتي** نتكلم دائما كنت نحلم في اني نتكلم اللغة الانجليزية طموحي لتكملة دراستي اكثر شئ يعني , لاني نشوف فيها كانت لغة التواصل."

{Learning English is **my dream** since I was a child. It was my wish to speak English to be able to reach my ambition and pursue my higher studies. I consider English the language of communication.}

(Ahmed: extract 44)

"**بالنسبة ليا انا يعتبر مهم جدا** لو تبي تواصل مع جميع الاشخاص في جميع دول العالم ضروري تتعلم اللغة الانجليزية . تبي بدير بزنس ضروري تتعلم اللغة الانجليزية تبي تتعلم كمبيوتر ضروري تتعلم اللغة الانجليزية . بحكم ان جميع الكلمات وجميع الاشياء الي تبي تستخدمها فيها الانترنت هي موجودة باللغة الانجليزية."

{**For me, English is very important**. If you want to communicate with anyone anywhere in the world, you need to learn English. If you want to start your business, learning English is a must. If you want to learn information technology, you need to learn English because all the words and things that you want to use the internet for are written in English.}

However, for some the intention to learn English emanated from anecdotes – events in their lives which had made them decide to learn English.

(Nabeel: extract 45)

"كان يدرسني مدرس انجليزي و اتى موجه وبداؤا في التحاور باللغة الانجلزية فبذلك اعجبت بيهما ."

{We were in an English lesson when an inspector came and started talking in English to our teacher. I liked the language they were talking to each other.}

(Ahmed: extract 46)

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"الموقف الي خلاني نرغب في تعلم اللغة الانجليزية على ما اعتقد انه كان في 2008 . في 2008 مشينا لمعرض طرابلس الدولي وكان مجموعة من الحاضرين فوق الخمسين وطبعا كان هو كوري وقعد يتكلم باللغة الانجليزية . فالحاضرين كلهم الي كانوا فوق من الخمسين ماستطاعش حد ان يرد عليه بعدين في بنت صغيرة هي الي طلعت وردت عليه."

{The incident that made me desire to learn English happened as I recall in 2008. In 2008 I went to Tripoli International Fair. There were more than fifty attendants. There was a Korean person who was talking to us in English. None of the attendants was able to reply to what that Korean person was saying. It was a little girl who replied.}

Students' motives for wanting to learn English trigger the question about the role of English worldwide and the reasons that contributed towards making English a global language. For instance, Canagarajah (2013) states that the significance of English might be due to what is referred to as "Neoliberal orientations to human capital" which gives power to the Lingua Franca, English. Such power is consolidated by the immigration and educational policies of host and home countries respectively (Canagarajah, 2013: 1).

From another perspective, McKay (2010: 96) argues that viewing English as a global language is due to the notion of "imagined communities". Pennycook in his book *Global Englishes and Transcultural Flows* (2007: 6) also addresses the concept of "imagined communities refashioning identities" where he views English as "a translocal language, a language of fluidity and fixity that moves across, while becoming embedded in the materiality of localities and social relations". This notion is based on the belief that learning English will pave the way for learners who would derive various benefits which in turn will fulfil their needs (Probyn, 2009; Mckay, 2010). Aside from the role of English worldwide, different identities, beliefs, cultures and languages must be acknowledged and respected in order to promote linguistic and cultural diversity. Only then may further mobility and productive linguistic and cultural integration expand the repertoires of participation (Pennycook, 2007; Heugh, 2013).

5.2.3 Motives for Participating in the Intervention

When I asked the research participants about their reasons for taking part in the course, I thought I could predict their responses. However something unexpected arose.

Firstly, what I had expected to hear was that they had joined the course because they all wanted to improve their English, particularly their speaking and writing skills. This was the case for most of them.

(Shadi: extract 47)

" الاسباب التى **دفعتني** للمشاركة في هذه الدورة هي تحسين اللغة الانجليزية درست في السابق ولكن لم أتحسن."

{The reason I participated in this course **was** because I wanted to improve my English. I studied English before but there was no improvement.}

(Hadeel: extract 48)

"الاسباب كانت واضحة طبعا هي زيادة من ناحية التحسن في المحادثة في اللغة الانجليزية اكثر شئ وسرعة وفهم الشخص المواجه من ناحية التكلم والتحدث يعني."

{The reasons were clear. The most important reason was to improve my speaking skills. Another was also to be able to understand people who talk to me in English.}

However there were two reasons I did not expect which the students noted in their answers to my question about their participation. The first was the intention of some to help me conduct my intervention here in South Africa so that I do not have to go back home to do it there. This might be because they are also postgraduate students who came to South Africa to do their MAs so they know the importance of finding participants for such intervention. The second unexpected reason they offered was because they knew that the teacher is Libyan. In order to understand what the peculiarity of the teacher being Libyan is, I had to ask these students a question which was not initially part of the interview questions. I thought that elaborating

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more on this specific answer was important because it was unexpected and I thought that it might add another aspect to the analysis of my data.

(Ahmed: extract 49)

"اولا احنا كل شخص ليبي محتاج مساعدتنا لازم نوقفوله. هذا شعاري . وحاجة ثانية اني نبي نطور من نفسي   ونستخدم vocabulary الي ماستخدمتهاش."

{First of all, we must assist any Libyan student who needs our help. This is my motto/slogan. Secondly, I would have liked to improve myself and use vocabulary I had not used before.}

(Fatima: extract 50)

"اول شئ كان دعم لاختنا انتصار لانها كانت تبي طلبة على خاطر المشروع متاعها, وثاني شئ على خاطر نفسي نبي نستفيد ونتعلم خاصة انها هي كانت ليبية يعني توقعت اني حنستفيد لاني حتى لما مش حنفهم معلومة مش رح تكون صعبة كيف توصلي المعلومة باعتبار انها تتكلم معاي نفس اللهجة. انا فرحت بيها الحاجة هادي."

{Firstly, it was to support our sister, Intisar because she needed some students to conduct her intervention. Secondly, it was for myself because I want to learn English and especially because the teacher was Libyan. I expected to benefit from this course because whatever I may not have been able to understand, she would have been able to explain to me to help me understand it. This is because we both speak the same language. It was something that I was excited about.}

(Eman: extract 51)

"الاسباب الي خلتني نشترك في الدورة اول حاجة نضرتلها من ناحية كتشجيع لنفسي وكتشجيع لزملائي ثاني حاجة لتحسين لغتي وللثقة في نفسي, ويفكي ان هو الشخص الي بيعطيني مثلا في الدورة هادي انه احنا كلنا نتكلموا نفس اللغة ونقدروا نوصلوا المعلومة **باي طريقة** , وحتى المدرس يوصلي المعلومة في حال صعبت علي اي معلومة."

{The reasons for my participation were to encourage myself and to encourage my colleagues as well; also to improve my English language and my confidence. It was enough for me to

know that the teacher speaks the same language we speak. We would be able to understand each other **by any means**. The teacher would be able to help in case I could not understand something.}

(Tawfiq: extract 52)

"تحسين المستوى العلمي ونزيد نستفاد اكثر. بمجرد ماسمعت عن الدورة وصلتني المعلومة وقالولي الدكتورة من نفس البلاد متاعي قلت هادي راح نستفاد منها اكثر. باعتبار انها بتوصلي المعلومة بطريقة **اسهل**."

{to improve my English and get more benefits. Once I heard about the course and that the teacher is from my country, I said I will benefit more because she will be able to make me understand in an **easier** way.}

(Samer: extract 53)

"**اكثر** من دافع . الدافع الاول كان لتحسين اللغة الانجليزية كمحادثة بالدرجة الاولى , كمصطاحات علمية بالدرجة الثانية , ولما سمعنا ان الاستادة ليبية ونفس ثقافتنا احنا فابامانة قعدنا **متشوقين** من شهر سبعة وشهر ثمانية لغاية شهر واحد, انا احنا نباشروا في الدورة. نفس ثقافتنا ونفس لغتنا, فكنت **واثق** اني انا **حنستفيد منه اكثر** من teacher التاني, الدورة كانت فيها بعض باللغة العربية وبعض باللغة الانجليزية فهدا الشئ الي خلانا نستمروا في الدورة."

{There was **more** than one reason. The first reason was to improve my English, especially in speaking and using the technical terms. When I heard that the teacher is Libyan and she has the same culture we have, honestly I was **excited** and could not wait till January to start our course. We have the same culture and speak the same language. I was **sure** that **the benefit** I would get from her **would be more** than what I get from the other **teacher**. The course was a mixture of Arabic and English and this was what encouraged us to complete this course.}

Based on the reasons for participating, it was not surprising to know that all students expected improvement in their English language; especially in speaking. Moreover, improving some skills, and assured understanding were also part of students' expectations before the commencement of the course.

(Samer: extract 54)

"اني انا نتكلم لغة انجليزية كويس اكثر شئ يعني **بالدرجة الاولى**."

{to speak English in a good way **in the first place**}

(Nabeel: extract 55)

"توقعت نحصل على معلومات جديدة كلمات جديد باللغة الانجليزية و كيف نقدر ندير محادثات."

{to get new information, new vocabulary and be able to hold conversations}

(Fatima: extract 56)

"مش رح نلقى صعوبة في التعامل مع الاستادة الي هي بتعطيني لانها ليبية زيني واني نتكلم بسرعة اكبر من قبل."

{I expected that it won't be difficult to deal with the teacher because she is Libyan and (I expected) to (learn to) speak English faster}

(Ahmed: extract 57)

"الي كنت نتوقعها في الدورة هي اني حنطور من نفسي من ناحية speaking writing وgrammar."

{I expected to improve my speaking, writing and grammar.}

These comments show that students' expectations form part of their identity and can help establish a negotiated curriculum which in turn can create a balance between the given curriculum and learners' needs and wants. Pennycook (2007: 155) emphasises that "educators need to grasp the different digital worlds of identification that our students inhabit as well as this interplay between the flow, fixity and fluidity of culture, language and identity."

Since the core of this research is about learning another language, I thought it is important to explore students' perceptions of language and identity. According to Byram (2003:5) "Languages symbolise identities and are used to signal identities by those who speak them. People are also categorised by other people according to the language they speak." By asking

students a question about their identities I was trying to find out how these students shape themselves within the frame of language. I also wanted to know to what extent they think that learning another language might affect their sense of identity and belonging. As Norton (2010: 359) points out "Attention to issues of identity can enhance our understanding of educational innovation."

It was thus interesting to note that all the students believe that their first language is their identity, and that learning another language is something completely different. They did not see any link between learning another language and their identity being affected or lost. On the contrary, they thought that learning another language might add another dimension to their identity. In other words, it could strengthen their sense of belonging by giving them the opportunity to properly present their culture to others who are unfamiliar with it.

(Fatima: extract 58)

"**ماليش علاقة اصلا** , انك تتعلمي اللغة شئ وانك تحتفظي بهويتك شئ ثاني."

{Learning another language has nothing to do with my identity. To learn a language is something and your identity is something else.}

She also explained that for her language and identity never clash.

(Eman: extract 59)

"عن نفسي انا اللغة العربية هي لغتي الام هي هويتي ولكن لو اني تعلمت لغة اخرى ليش ممكن تاثر في هويتي؟ انا واحدة مثلا اللغة الانجليزية كوسيلة للوصول الى هدفي مثلا وفي نفس الوقت لان انا نحبها **كلغة** لكن انها هي تنهي عروبتي او هويتي هادي **لا** بالنسبة لي انا **ابدا** مايغيرش. هويتي هي هويتي."

{For me, Arabic is my first language and it is my identity. When I learn another language why might it affect my identity? For example, learning English for me is a means to achieve my goal; besides, I love it **as a language**. Learning English cannot affect or end my Arabic identity. For me my identity will **never** change. My identity is my identity.}

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It was interesting to note how firm students were about their identity. Moreover, one of the students answered my question in few words but the way she put her answer summarised what the other students were trying to say.

(Tahani: extract 60)

"**لا ماياثرش** لان اللغة العربية هويتي والانجليزية هوايتي. "

{Learning another language **does not affect** my identity. Arabic is my identity and English is my hobby.}

Two of the students went a step further stating that they find learning another language valuable and helpful in terms of communication and cultural exchange.

(Tawfiq: extract 60)

"**لا بالعكس هادي ثقافة** وبالنسبة للانسان الثقافة لازم يتعلم اكثر من لغة , هادي ثقافة ترجعلك انت ممكن تفيد غيرك حتى مثلا الللجنسيات التانية الي ماعندهمش لغة عربية تقدرانك توصلهم المعلومة."

{**No, on the contrary, this is culture**. For human beings it is important to learn more than one language. It is culture and it is your own decision. You can also benefit others, from other nationalities, for example, those who do not speak Arabic. You can help them understand the information.}

(Samer: extract 62)

"**ابدا, بالعكس** زادت عروبتي ووطنيتي **اكثر** لما تعلمت اللغة يعني لما نتحاور انا وشخص يتكلم اللغة الانجليزية على سبيل المثال وانا عندي **بعض** من اللغة الانجليزية , انا نفرح جدا لما نوصله ثقافتي ونفهم منه ثقافته."

{It **never** affects me. Conversely, my Arabic identity **increased and strengthened**. For example, when I talk to someone who speaks English and I know **some words** in English, I will be so happy because I can understand his culture and make him understand mine.}

It is noteworthy that students see English as a medium of accessing another culture. They recognize that there is a culture that goes with a language, and that each culture has its own bias, but that we can learn from it and update ourselves about the culture of modernity.

5.3 Language Biographies

As stated earlier, in this chapter I will focus on the concept of identity through language portraits and biographies, and on how important identity is in language learning.

As argued by Kaschula and Anthonissen, language and culture are essential aspects of identity and they are ″clearly interrelated″ (Kaschula & Anthonissen, 1997:21). Due to the fact that each society has rules concerning the way the language should be used in interaction – which may differ from one culture to another – sufficient knowledge is required about the culture of other people for effective communication in multilingual contact (Kaschula & Anthonissen, 1997; Whorf, 1956). The Whorfian hypothesis goes as far as to say that the way we view and perceive the world is to a large extent conditioned and determined by our native language:

> The fact of the matter is that the real world is to a large extent unconsciously built upon the language habits of the group…we see and hear and otherwise experience very largely as we do because the language habits of our community predispose (us to) certain choices of interpretation. (Whorf, 1956: 134)

However, there are two versions of this hypothesis; the strong version and the weak version. The difference between the two is that the strong one claims that our understanding of the world is determined by our native language while the weak version claims that our native language can affect our perception of things (Kaschula & Anthonisssen, 1997).

From my point of view the way we perceive things is not fixed, rather it is a dynamic process which might be affected by our native language. This is why I used language portraits and

biographies as another way of triangulating the results of my research, and to gain greater insight into research participants' understanding of the concept of identity.

Due to their increased importance in the field of education and multilingualism, language portraits and language biographies added another aspect to my research. They enabled me to understand how students position themselves in this multimodal diversity and revealed how this can affect their learning (Norton, 2010; Bock & Mheta, 2013). Positioning is defined as "the discursive process whereby selves are located in conversations as observably and subjectively coherent participants in (a) jointly-produced story line" (Davies and Harre cited in De Fina, 2012: 162). It is through their linguistic repertoire that students manifest their identity which "is seen as a process firmly grounded in interaction" (De Fina, 2012: 155).

The concept of linguistic repertoire is originally related to the work of Gumperz in the early 1960s which focuses "on rules and conventions of communicative interaction that are learnt, followed and occasionally flouted" (Busch, 2012). Busch (2015: 2/16) argues that approaches such as language portraits and language biographies can provide essential insights and understanding in the field of multilingualism and linguistic diversity. These may be applied in education to make students "more aware of their proper language practice". She considers language biographies as supplementary material, describing them as "the personal stories of language". She argues that the narratives of one's course are rendered visible in bringing to the fore images of "storied-self". Norton (2010, 359) claims that "Attention to issues of identity can enhance our understanding of educational innovation." To do so and to get further insight into how students frame their linguistic repertoires in their lives, students were each given body silhouettes and were asked to colour them in, with different colours to represent the languages and dialects that play a role in their lives.

Students were simply told to consider these body silhouettes as representative of their own bodies and to tell me how they see themselves in terms of language repertoires. They were

asked to think about the languages they know, and even the ones they do not know which they think might form part of their identity. They were asked to choose the colours they would like to use and to colour in any part of the body silhouette they thought represented a specific part of their repertoire. I also asked them to state the colours and languages on the silhouettes. However, Samer, Tahani and Nabeel did not follow these instructions and instead stated the colours and the languages on separate pages. This meant I had to state them on their body silhouettes. When they finished colouring in their silhouettes and stating the languages and colours, students were also asked to provide explanations for their choices.

Language portraits as linguistic resources have been used since the beginning of the 1990s due to the multilingualism of classrooms in Europe which was a result of migration and the need for labour (Busch, 2006: 10). However this research tool was used only with children until 2002 when Busch, as part of the heterogeneous multinational and multilingual group of language teacher trainers, introduced these language portraits as an introductory activity to an adult audience (Busch, 2006: 11).

Allocating different spaces and colours to represent different languages does not mean perceiving languages as "separate entities," but rather as a variety of resources that form one's linguistic repertoire (Busch, 2012: 515). To help students understand the idea, I had to colour in my own language portrait before explaining it to my students. It took students from two to three weeks to return their portraits. I relied on the narratives students provided along with their portraits as the source of data by which to analyse the language portraits.

اللون الأخضر وهو أحب الألوان عندي واخترته ليمثل اللغة العربية واحتاز أغلبية الجسم بأعتبارها اللغة الأم ولغة القرآن الكريم

واللون الأزرق اخترته ليمثل اللغة الانخليزية وتشمل الساق لتواصل مع بقية دول العالم

Figure 12. Hadeel's narrative
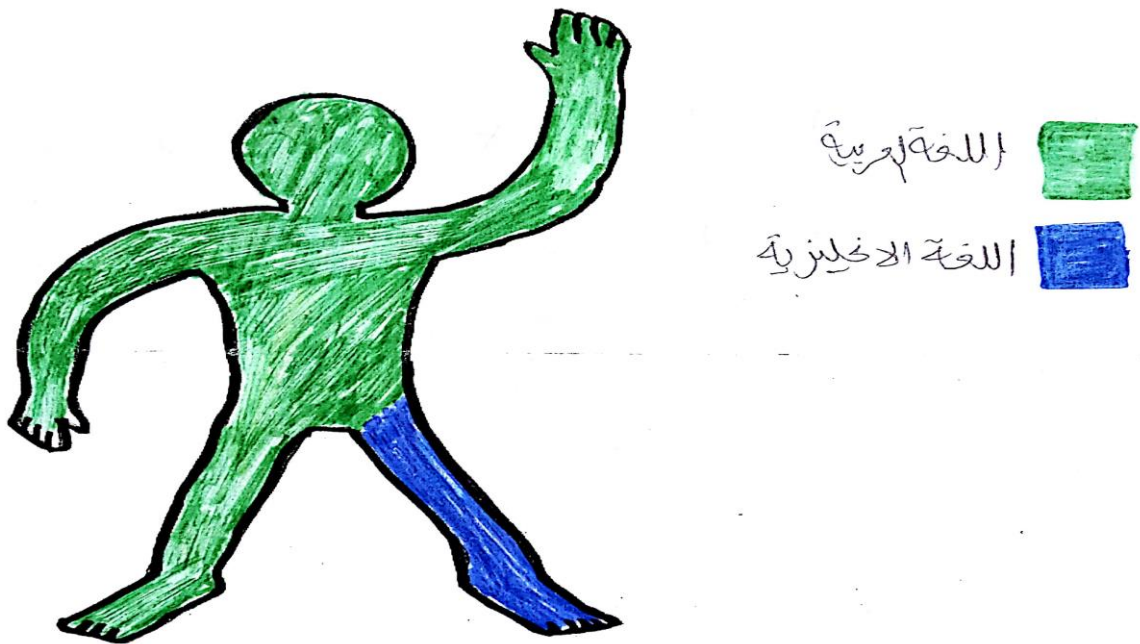
Figure 13. Hadeel's Portrait [green = Arabic; blue = English]

اللغة العربية
اللغة الانخليزية

Hadeel pictures herself as a bilingual with two-thirds of the language portrait coloured in green to represent Arabic and only one leg coloured in blue to represent English. She explains that Arabic is her first language and the language of the Qur'an.

اللون الاخضر هو احب الالوان عندى واخترته ليمثل اللغة العربية واختار اغلبية الجسم باعتبارها لغة الام ولغة القران الكريم

{The colour green is my favourite and I choose it to represent Arabic. I colour in most of the body in green because Arabic is my mother tongue and it is also the language of the Holy Qur'an}.

Hadeel indicates that she is aware of the necessity of interaction and communication with other people speaking languages different from hers. She adds that this is due to globalization and super diversity because the whole world seems to have become a small village. For Hadeel communication means travel and travel is symbolized by legs; therefore, she coloured the left leg in blue to represent English, which unsurprisingly she considers to be a universal language.

اللون الازرق اخترته ليمثل اللغة الانجليزية ويشمل الساق للتواصل مع بقية دول العالم

{I choose the colour blue to represent English and the leg is meant to indicate communication with the rest of the world.}

As indicated earlier, I also asked students to write narratives about their language history. Due to the fact that students were busy with their own studies, only two students wrote a detailed narrative to accompany their language portrait, and Hadeel was one of them. Considering that "bilinguals may have distinct emotional attachment to their languages which can be affected by what they experience in their lives (Pavlenko, 2005: 36), I will analyse these two language biographies and try to identify key patterns and themes that might emerge throughout the analysis. Through language biographies we can focus on how students express their different

positions and attitudes and how such expression might facilitate the process of developing alternative learning strategies (Busch, 2006: 13).

Writing their linguistic histories in Arabic allows students to freely and clearly express their identities, culture and linguistic repertoires which in turn makes it easier for them to reflect on these aspects of their lives. Due to the participants' limited proficiency in English and to prevent this limitation from hindering the flow of their thoughts, they were encouraged to write in Arabic – the language they know well. In any case the focus was on their linguistic histories not their linguistic proficiency in English.

When I first asked students to write about their linguistic histories they felt uncertain because this was the first time they had heard about it and they did not know what it was about. Once I had explained the concept, and once they understood the point, students were not sure that they might have something worth writing about. In order to awaken and provoke their memories, we first did these linguistic histories orally. By asking students some questions I helped them retrieve their memories. Students were excited to realise that they have many memories that they can still recall. After doing the linguistic histories orally, I asked students to word-process them and to email them to me. Handwritten biographies were avoided for the sake of clarity and in order not to disturb the students each time I found it difficult to understand their handwriting.

Reflections on teachers' ignorance of students' psychological and emotional state and their effect on students' lives

Hadeel begins her narrative by defining herself as an Arabic-speaking Libyan who in the past had not faced any difficulties in communicating with her society or dealing with her studies due to the shared means of communication, that is, Arabic.

مند الطفولة اتكلم اللغة العربية , بالتحديد اللهجة الليبية, درست الابتدائية والاعدادية والثانوية فى احدى المدارس بمدينتي وكنت متفوقة ولم تكن لدي اية مشاكل في الدراسة لان وسيلة التواصل كانت دائما اللغة العربية التي اعتدت سماعها في التلفاز وفي الجامع وفي الحصص الدراسية.

{I have spoken Arabic, specifically the Libyan dialect, since childhood. I studied primary and high school at one of the schools in my home town. I was an excellent student and I had no learning-related problems because the medium of instruction at the school was Arabic – the language I used to hear all the time when watching TV and when going to the mosque.}

In her second paragraph, Hadeel mentions the first time English was introduced to her. At that time she did not find English an obstacle due to the fact that it was merely an introduction to simple English grammar.

درست اللغة الانجليزية مع بداية المرحلة الاعدادية ولكن دراستي لم تكن سوى دراسة للقواعد البسيطة ولا اتذكر انني واجهت صعوبة بذلك في تلك الاثناء.

{I started studying English when I was in preparatory school, but it was merely a study of English grammar and I cannot remember that I faced any difficulties that time.}

It seems that everything progressed seamlessly until she attended university. Even though she moved to another city and was sent to a dormitory, Hadeel had enough power and control over the situation she found herself in. She had to communicate with many people coming from different backgrounds, yet her identity was not an obstacle and she did not have to shift to new identities to be socially accepted by the group.

وبعد حصولي على الشهادة الثانوية انتقلت الي مدينة اخري لاستكمال تعليمي الجامعي مما اضطرني للسكن في بيت الطلبة كامل فترة دراستي حيث تعرفت على الكثير من الطلبة الذين اتوا من مختلف المناطق لذات الغرض. وكان هنالك ايضا طلبة من بعض الدول العربية الاخرى. على الرغم من اختلاف اللهجات الا ان علاقتي مع الطلبة كان يسودها الود والاحترام.

{After I got my matric I moved to another city to pursue my university studies where I stayed in student residence for the duration of my studies. I met many students from different cities and also from other Arab nationalities who all came for the same purpose. Despite our different dialects, I had good relationships with those students}.

In her third paragraph, Hadeel repositions herself as a disempowered person who felt left out because of her inability to tackle the new language introduced to her. She related her problem to her English teacher who failed to embrace her as a new language learner.

بدأت مشكلتي مع بداية اول محاضرة للغة الانجليزية والتي لا زلت اتذكر العدد الهائل من الطلبة والطالبات الذين حضروا المحاضرة. احسست يومها اني لا انتمي لهذا المكان وان مشواري التعليمي سيتوقف بعد المرحلة الثانوية.

{My problem started with the first English lecture and I still remember the huge number of students who attended that lecture. On that day I felt overwhelmed and I had the feeling that I don't belong to that place and that my educational journey should have ended at matric}.

The teacher's ignorance created feelings associated with being excluded and unwelcome. Not being able to accommodate her emotionally and linguistically, her teacher's style of teaching generated disappointment and hopelessness that forced Hadeel to quit her studies for the whole year.

انتضرت بفارغ الصبر انتهاء المحاضرة التي تسببت في النهاية بالقضاء على عام كامل من حياتي ومن طموحاتي. تمالكت اعصابي حتى انتهاء المحاضرة التي لم استطع فيها فهم شى لان المحاضر لم يعر اهتما م لحقيقة اننا لا نفهم اللغة الانجليزية ولم يتفهم وضعي النفسي ان ذاك. ومن شدة احباطي غادرت قاعة المحاضرة و بعدها مباشرة اتخد ت قرار ايقاف الدراسة بالرغم من محاولة الاصدقاء اقناعي بالرجوع الا انني مضيت في قراري وتوقفت عن الدراسة لمدة عام كامل.

{I was patiently waiting for the lecture to finish; the lecture that stole one whole year from my life and my ambition. I controlled my nerve till the end of the lesson in which I did not understand anything because the teacher ignored the fact that at that time I did not understand English and he did not understand how I felt. Because of my disappointment, I left the class

and soon after that I quit my studies. Regardless of my friends' attempts to convince me to change my mind, I quit my studies for one year}.

However, in her fourth paragraph, Hadeel highlights another change in her life. Being surrounded by helpful and considerate people who managed to accommodate her emotionally, Hadeel was able to re-join classes and to start challenging her fear. This she was able to do with the help of her a teacher who embraced her as a new language learner and valued her home linguistic identity by using it in the classroom.

خلال ذلك العام اشتغلت في احد المدارس وكان زملائي المدرسين يخبرونني بانه من المفترض ان اكمل دراستي الجامعية وان اللغة الانجليزية لن تكون عائق. لقد نصحوني بالالتحاق بدورات لغة انجليزية لتجهيز نفسي للعام الجامعي القادم. عملت بنصيحة زملائي والتحقت بدورة لتعليم لغة انجليزية حيث كان المعلم متفهم لحقيقة انا متعلمين وكان يساعدنا ويشرح او يوضح الامور التي تصعب علينا بطريقة سهلة وسلسة نفهمها مما جعلني اتعرف على جمالية تعلم اللغة الانجليزية التي كان دافع لي لتعلم اللغة الانجليزية. وبعد انقضاء العام عدت واستكملت دراستي الجامعية واصبحت نوعا ما لا اخاف اللغة الانجليزية.

{During that year I worked at one of the schools at which my colleagues told me I should continue my studies and where the English language wouldn't be an obstacle for me. They advised me to have some English courses to get ready for the following academic year. I followed their advice and registered at one of the English language centres at that time. The English teacher was considerate and was aware that we had just started learning English. He helped us and used to explain the lessons simply so that we managed to understand. The way he taught us inspired me and allowed me to see the beauty of learning English and that was the motive that triggered me to learn English}.

Due to the support of her colleagues and teacher Hadeel felt more at ease and took the decision to continue her studies, which she successfully completed. After thirteen years

Hadeel experienced another change of scene, but this time not just in place but in language and social context as well.

وبعد مرور ثلاثة عشر عاما من العمل تحصلت على ايفاد للدراسة لدولة جنوب افريقيا وبداءت المشوار فى مع اسرتي

مجتمع يتكلم اللغة الانجليزية

{After thirteen years of work I was granted a scholarship to pursue my tertiary studies in South Africa. I came to South Africa with my family and that was the beginning of my journey in an English-speaking society}.

On her arrival in South Africa Hadeel experienced the same feelings of despondency when English was introduced to her in her university studies. She felt she was a stranger and that her linguistic repertoire did not help. Communication was broken between her and the new society, which in turn generated a feeling of disadvantage and exclusion both in daily life and in educational contexts.

اصبحت غريبة جدا وانصدمت بالعديد من المواقف لا يستطيعون فهم ما اريد ولا استطيع ان افهم ما يريدون مني. اعاد الي هذا الشعور ذكرى الاحباط الذي احسسته في اول محاضرة للغة الانجليزية.

{I felt I was so strange and there were many instances when I felt disappointed. People could not understand me and I did not understand them. What I felt at that time reminded me of the frustration and disappointment I had felt in my first English lesson at the university}.

Once again Hadeel signals the importance of the support and courage provided by family, friends and teachers who had helped her conquer her fear, adapt and build up good relations with the new society. Another resource that facilitated Hadeel's adjustment was that her supervisor and her friends valued her home linguistic identity and did not judge her monolingualism to be a disadvantage.

الا ان الدعم والحب الذي احاطتني به عائلتي واصداقائي وتشجيعهم لي جعلني اقرر التغلب على عقدة الخوف واقرر التعايش مع المجتمع الجديد. ومما وطد علاقتي الطيبة بالمجتمع هو تفهم المشرفة على رسالة الماجستير الخاصة بي

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ودعمها لي من خلال ترديد عبارة انني متالقة لانني ادرس التخصص بلغة مغايرة تماما لما نشئت عليه واعتدت سماعه وليست لغتي الام. نفس العبارات كنت اسمعها من زملائي في الجامعة والذين ملؤوني حماسة لاكمل مابدات

{However, the love and support my family and my friends provided helped me take the decision to conquer my fear and live in this new society. Another factor that reinforced my relationship with the society was the way my MA supervisor treated me. She understood my situation and has continuously supported me saying that I am brilliant because I study in a language which is not my language, in one that is completely different from it. These were the same words I used to hear from my friends who filled me with enthusiasm to finish what I had started}.

In her final paragraph, Hadeel re-signals the significance of accommodating and welcoming her linguistic and cultural identity in learning another language, describing the English course I designed as one of her best experiences because she felt included. She felt convinced that no matter what language she is speaking, her identity will always be manifested through her home language and culture.

اثناء دراستي علمت بأن احدى الطالبات الليبيات تعتزم اقامة دورة لغة انجليزية فرغبت في الاشتراك مني في تحسين لغتي الانجليزية . التحقت بالدورة وكانت من افضل تجاربي التعليمية لانني احسست فيها بالاحتواء وبأن لغتي وثقافتي هما وسيلتي للتعبير عن هويتي حتى وان كانت بلغة اخري كالانجليزية مثلا.

{During my studies, I heard that one of the Libyan students was intending to offer an English course. I wanted to join the course because I wanted to improve my English. I joined the course and it was one of the best educational experiences I've had because I felt included. I felt that my language and my culture are the means to express my identity even if this was in another language, like English, for example}.

This can also be related to the research questions about the role the first language plays in second language teaching and student's attitude towards integrating their first language into second language learning.

Hadeel positions herself first as a privileged monolingual who became a victim by being psychologically and emotionally deprived from learning a particular literacy. She holds her teacher at university level (Hibbert & Walt, 2014: 186) responsible. Hadeel sees herself as a person whose monolingualism ″effectively excluded″ her from communication when a language which is not her mother tongue was being used (Kaschula & Anthonissen, 1997: 86). After that, she repositions herself as a privileged bilingual.

From the interview, the language portrait and the language biography we can deduce that Hadeel's perception of language is that it is more than a mere linguistic resource; she sees it also as a social practice through which people can interact and negotiate their identities (Norton, 2010: 351).
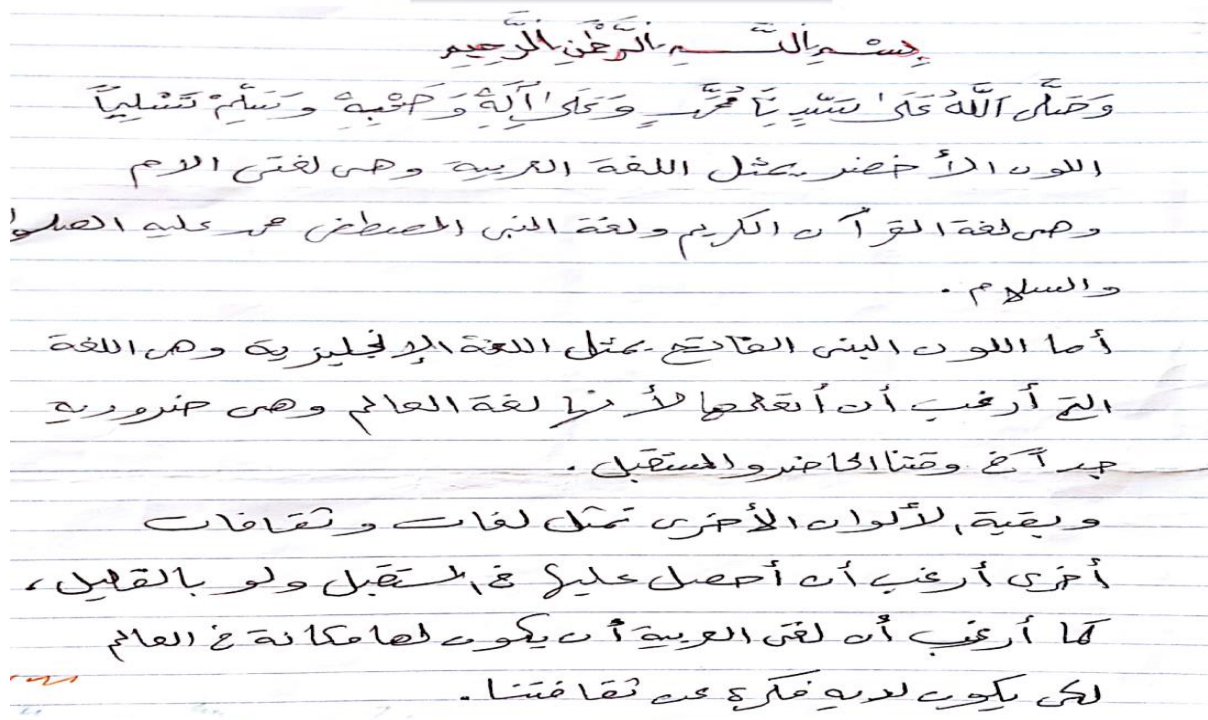
Figure 14. Nabeel's narrative

Figure 15. Nabeel's portrait

[green = Arabic; brown = English; red = other languages and cultures]

Nabeel also chooses the colour green for Arabic, to colour in the whole upper half of the body silhouette. He actually gave exactly the same answer given by the other students when explaining the meanings he attaches to his linguistic repertoires. Nabeel describes Arabic as his first language, and adds that what gives this language more value is that it is also the language of the Qur'an and of the prophet Muhammad [SAW]. Another reason for him having chosen the upper part of the silhouette to represent Arabic is because Nabeel wishes his first language to have its own unique place among other languages worldwide. He believes that language is the medium through which people can show their culture.

http://etd.uwc.ac.za

كما ارغب ان لغتي العربية ان يكون لها مكانة في العالم لكي يكون لديه فكرة عن ثقافتنا.

{I wish my Arabic language attains its place in the world; through our language we can give the world an idea about our culture}.

Except for the left leg, he chooses the lower half of the portrait to represent English, the language he wants to learn. For Nabeel, English is the language of the world or what is referred to as the lingua franca.

اما اللون البني يمثل اللغة الانجليزية وهي اللغة التي ارغب ان اتعلمها لانها لغة العالم وهي ضرورية جدا في وقتنا الحاضر والمستقبل.

{The colour brown represents English, the language I wish to learn because it is the language of the world and very necessary in our present time and for the future}.

Even though I explained to the students that this body silhouette is given to them to express their linguistic repertoires, Nabeel, Samer and Tahani unexpectedly raised the issue of culture, morality and faith as integral parts of their identity. This is why Nabeel chose half of the left leg, which he painted in red, to represent other unspecified languages and cultures he wants to learn and know about.

و بقية الالوان الاخرى تمثل لغات وثقافات اخرى ارغب ان احصل عليها في المستقبل ولو بالقليل.

{The other colour represents other languages and cultures I would like to learn in the future; even if I learn only a little}.

Nabeel's understanding of culture as part of one's repertoire goes in line with what Bock & Mheta (2013: 383-384) state in their explanation of identity which they believe consists not only of language, but some other aspects including the way we dress, think, behave and the different ideological stances we adopt.

Figure 16. Tahani's narrative
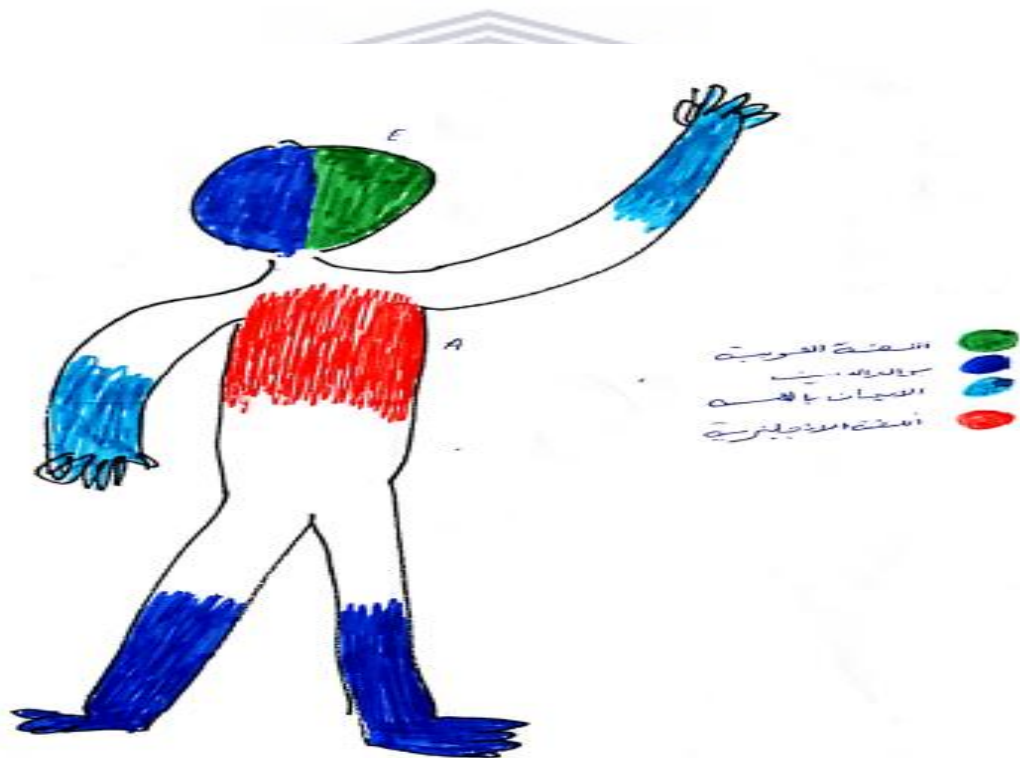
Figure 17. Tahani's portrait

[green = Arabic; navy-blue = parents' honour; turquoise = faith; red = English]

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Tahani also sees herself as a bilingual whose identity is a mixture of her linguistic repertoires, morality and belief. The two languages that shape her linguistic repertoire are Arabic and English for which she chooses green and red respectively. As with the other students, for Tahani Arabic is her first language and the language of the Qur'an. The other element in her linguistic repertoire is English, a language she wants to learn and master. While the other half of the head and legs, which she coloured in blue, represent honour of the parents, the turquoise in the hands represents Faith.

اللون الاخضر:- يعبر عن اللغة العربية لغة القران الكريم واللغة الام.

اللون الازرق:- يعبر عن بر الوالدين.

الون السماوي:- يعبر عن الايمان بالله.

اللون الاحمر: يعبر عن اللغة الانجليزية التي نريد اكتسابها.

{The colour green represents Arabic, the language of the Qur'an and my mother tongue. The colour blue represents parents' honour. The colour turquoise represents faith and the colour red represents English, the language I want to learn}.

From her language portrait we may observe that Tahani's depiction in her language portrait raises the different dimensions of identity including personal experience, environment, attitude, belief and ideology (Busch, 2012).

Figure 18. Samer's narrative

Figure 19. Samer's portrait

[green = Arabic; red = English; blue = thinking; white = faith and submission]

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Samer chooses the colour green for Arabic, and colours in the chest and the feet because Arabic, as he described it, is the language of the Qur'an and the language through which he started his life.

<div dir="rtl">

اللون الاخضر: حبا للغة العربية وهي لغة القران الكريم وحبي لها وهي لغة الامة التي بدانا بها حياتنا.

</div>

{I chose the colour green because I like Arabic. It is the language of the Qur'an. I like it. It is the language of the nation that we have started our life with.}

Because English is the language he wishes to master one day, Samer chooses the arms and he colours them in red to represent it. He explains his choice of the arms because they symbolize the tool by which he can get what he wants.

<div dir="rtl">

اللون الاحمر يعبر عن اللغة الانجليزية التي اريد ان امسكها بيدي الاثنتين.

</div>

{The colour red represents English, the language I would like to catch in my two hands.}

For Samer, language and identity are inseparable from thinking which he colours in blue, and chooses half of the head to represent it. He leaves the other half of the head and the abdominal part unpainted to represent faith, purity and submissiveness. For him, language is a mixture of all these values and moralities and cannot be seen in isolation.
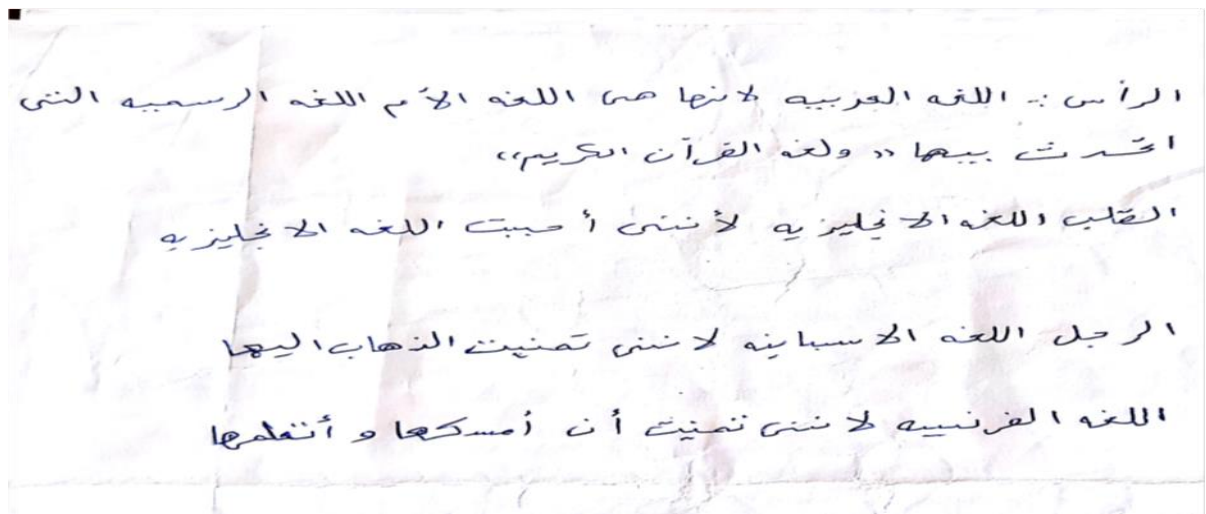
Figure 20. **Tawfiq's narrative**

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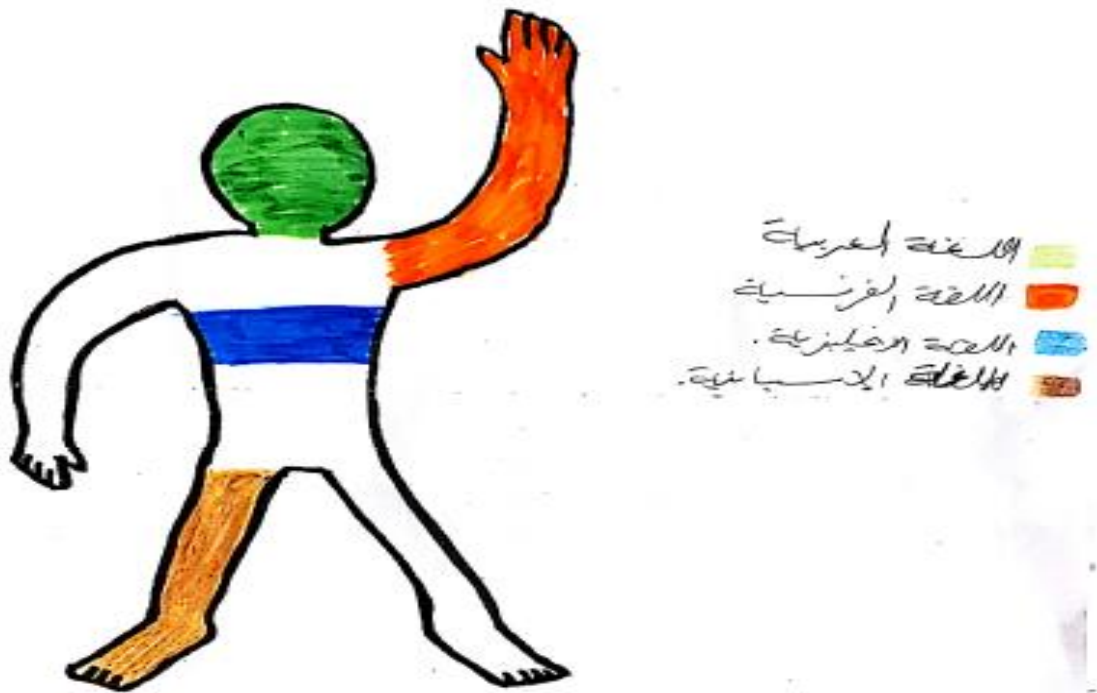
Figure 21. Tawfiq's portrait

[green = Arabic; orange = French; blue = English; brown = Spanish]

In his language portrait Tawfiq uses four colours to represent the four languages he likes. Two of these languages he knows and the other two he wishes to learn. In Tawfiq's perception, Arabic, which he colours in green, is the main linguistic resource because it is his first language and the language of the Qur'an. This is why he chooses the head to represent Arabic.

He colours the chest area in blue to represent English, the language he likes. Because he wishes to visit Spain, Tawfiq colours the right leg in brown to stand for Spanish. For him, the raised orange hand symbolises something that he wishes for and therefore he chooses it to represent French, the language he is eager to learn one day.

الراس: اللغة العربية لانها هي اللغة الام اللغة الرسمية التي اتحدث بها ولغة القران الكريم.

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القلب: اللغة الانجليزية لانني احب اللغة الانجليزية

الرجل: اللغة الاسبانية لانني تمنيت الذهاب اليها

اليد: اللغة الفرنسية لانني تمنيت ان امسكها واتعلمها

{The head represents Arabic because it is my first language and the official language I speak. It is also the language of the Qur'an. The heart represents English because I like English. The leg represents Spanish because I wish to go to Spain. The hand represents French because I wish to learn it}.

Tawfiq's portrait emphasises the significance of language as an essential marker in the performance of the flexible and dynamic identities which change over time and context (Bock & Mheta, 2013: 373).
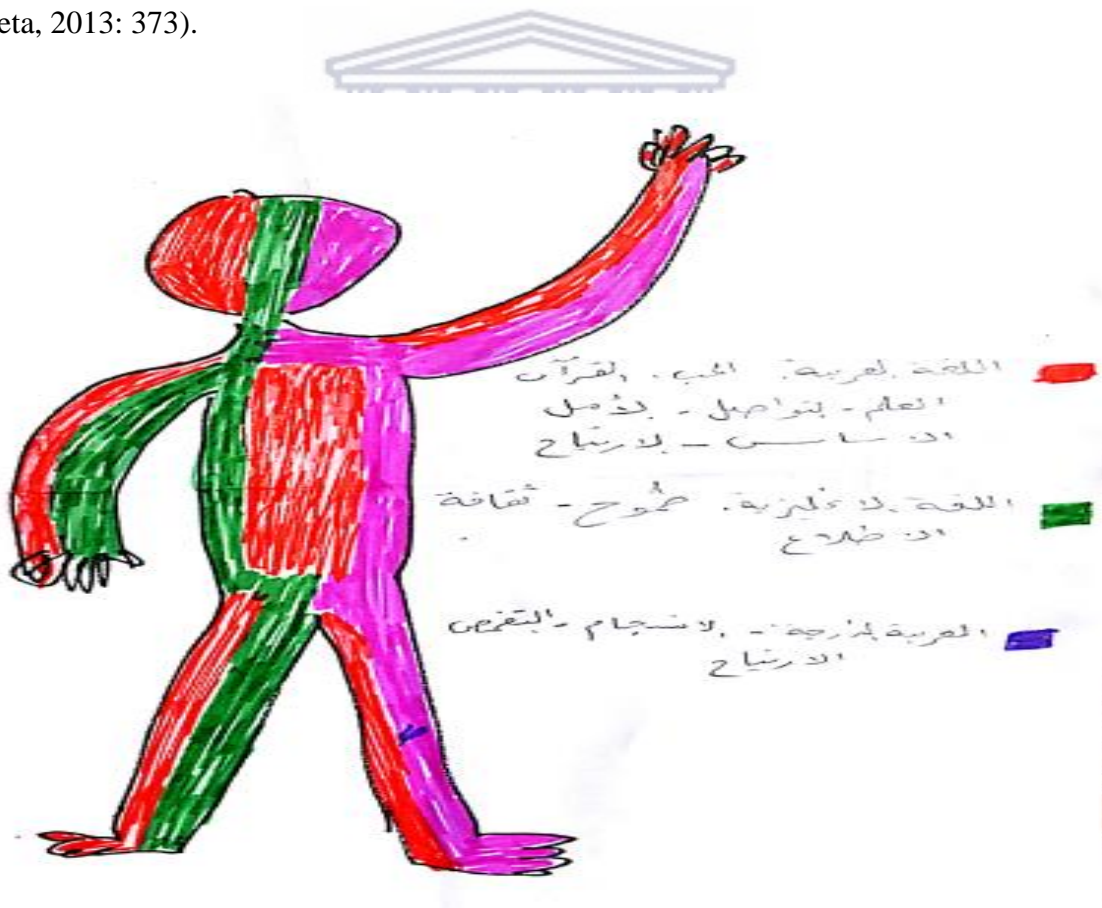
Figure 22. Eman's portrait

[red = Arabic; green = English; purple = Arabic dialects]

الاحمر: اللغة العربية: الحب- القران- العلم- التواصل –الامل- الاساس -الارتياح.

الاخضر: اللغة الانجليزية: طموح- ثقافة- الاطلاع

البنفسجي: العربية الدارجة: الانسجام- التقمص- الارتياح

{Red represents Arabic: love, Qur'an, knowledge, communication, hope, bases and comfort. Green represents English: ambition, education and the quest to know more. Purple represents Arabic dialects: harmony, role-modelling and comfort}.

Eman chooses red for Arabic to represent the language that she considers as the repertoire of love, Qur'an, knowledge, communication, hope and comfort. According to her perception, Arabic dialects, which she colours in purple, give her the feeling of comfort and harmony when she copies the characters of other Arab nationalities. Arabic dialects are varieties of Arabic and they are primarily used for day-to-day dealings and spoken communication, but are not taught formally in schools. Even though these dialects are different from each other, there is a reasonable level of mutual intelligibility across them (Zaidan & Callison-Burch, 2012).

These varieties can be divided into five: the Middle Eastern dialect, the North African dialect, the Gulf dialect, the Egyptian dialect and the Iraqi dialect (Nuha, 2005: 426). Regardless of the differences between these dialects, Arabs of different nationalities can understand each other fairly well. Interestingly, they can also tell where the person comes from by his/her dialect (Zaidan & Callison-Burch, 2012; Nuha, 2005). Unlike Modern Standard Arabic, a regional dialect does not have an explicit written set of grammar rules regulated by an authoritative organization, but there is certainly a concept of what is grammatical and ungrammatical (Zaidan & Callison-Burch, 2012: 2). Unlike other students, Eman chooses the colour green to stand for English, a language that represents education, ambition – the language that opens up a larger space for her to learn more.

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Figure 23. Ahmed's portrait

[green = Arabic; blue = English; orange = Arabic dialects; red = French]

الاخضر: اللغة العربية, القران, التحكم, العطاء, القاعدة, الامل, الارتياح

الازرق: اللغة الانجليزية, التواصل, علم, طموح

البرتقالي: اللغة العربية الدارجة, مرح, عطاء, تقمص الادوار

الاحمر: اللغة الفرنسية, طموح, التطلع الى المستقبل

{Green represents Arabic: Qur'an, control, giving, base, hope and comfort. Blue represents English: communication, knowledge and ambition. Orange represents Arabic dialects: joy,

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giving and role-modelling. Red represents French: ambition and looking forward to the future}.

In addition to what the other students stated, Ahmed describes Arabic, which he colours in green, as the language of Qur'an, the repertoire of hope, giving and comfort. He pictures English, which he colours in blue, as the repertoire of knowledge, communication and ambition through which he can more or less express himself in a satisfactory way. Ahmed and Eman were the only students who identify Arabic dialects as part of their linguistic resources and repertoires. Ahmed chooses the colour orange to represent these dialects, which he depicts as the repertoire of joy, giving and role-modelling. French, in Ahmed's portrait appears as a red area; it is the language that he also perceives as symbolic of ambition and his wish to learn.

Eman and Ahmed see themselves as multilinguals. Interestingly, each gave their languages almost the same amount of space on their language portraits – to indicate equal importance for all languages. The main difference between their portraits is their choice of area and the colours they chose for each language.

Interestingly none of the participants mentioned Italian, the colonial language in Libya, which might be because the Italian system of education had not become entrenched in Libya.

Reflections on method of teaching and limitations of being monolingual

 The second biography was written by Ahmed who starts his narrative by describing himself as a privileged Arabic-speaking person. However, he shifts focus immediately, explaining the beginning of his troubles when he first attended his preparatory school.

لم تكن لدينا اية مشاكل في التواصل مع بعضنا البعض لاننا نفهم ونتكلم اللغة نفسها. معاناتي بدأت عندما انتقلت الي اللمرحلة الاعدادية حيث كان من المقرر ان ندرس اللغة الانجليزية.

{We had never had any problems communicating with each other because we all speak and understand the same language. My problems started at preparatory school when I was supposed to start studying English as a school subject}.

This is because at that time English as a subject was first introduced to students in grade 7. Being introduced to English was Ahmed's only problem. He related his dislike of English to his unfamiliarity with it, and to his teacher's style of teaching. Due to the teacher's being so strict and denying them the use of their (home) language in the class, Ahmed developed a feeling of fear that forced him to maximize on his memory: to try to memorise words he did not even understand just to keep himself away from his teacher's anger.

لم اتقبل اللغة الانجليزية لأنني لم اكن معتادا علي سماعها, كانت غريبة بالنسبة لي. والمشكلة الاخري هي ان المعلم الذي كان يعلمنا اللغة الانجليزية كان معلم شديد جدا وكنا نخاف منه جدا لدرجة كنت احفظ الكلمات حفظ دون فهم من شدة خوفي منه.

{I did not like English at that time because I was not used to hearing it. It was strange to me. What made it even worse was my English teacher. He was so strict and I was afraid of him to the extent that I forced myself to memorise words without understanding them}.

However, his suffering did not last long because this was the time when English was deleted from the syllabus in Libya, which sounded great to Ahmed, but only at that time. He described his educational journey as easy and smooth without English.

معاناتي استمرت لعام واحد فقط لان العام الذي تليه وفي السنة الثانية اعدادي الغيت مادة اللغة الانجليزية الامر الذي فرحت به كثيرا في ذلك الوقت ولم ادرك العواقب. استمر الحال على ماهو عليه حتي انهيت دراستي الجامعية سنة 1996 التي لم تكن صعبة بالنسبة لي مع عدم وجود اللغة الانجليزية.

{My suffering lasted only for one year because in the following year English was banned as a school subject in my country. At the time I was so happy to hear this that I did not really think

about the consequences. It went the same way until I finished my university studies in 1996, which was easy because there was no English}.

The political background to Ahmed's narrative is that the teaching of English as a foreign language in Libya went through different stages. One of the important stages was the Act No. 195/1986 made by the minister of education at that time stating that teaching English had been stopped. This came as a consequence of the deterioration in political relations between Libya and the West (Giaber, 2014: 33; Mohsen, 2014: 58). This deterioration lasted till the 1990s when the resolution of the Lockerbie case was announced and political relations with the West were restored. This was the beginning of a new phase when teaching of English as a foreign language started to flourish again (Giaber, 2014: 33).

In the two paragraphs that follow, Ahmed reflects on his change of attitude towards the English language, which he used to consider an obstacle. His attitude was influenced by two significant incidents that took place in 1999 and 2005. The first was an article he read describing a person who does not know English as "an illiterate". And the second was an incident in which he felt disadvantaged and excluded because of his monolingualism. It was at this time when Ahmed started to think of English as an advantage that could have broadened his horizon and increased his opportunity to familiarize himself with other people's languages and cultures. This shift in attitude made Ahmed decide to start learning English, a process with which he became more and more fascinated.

في عام 1999 كنت اقراء صحيفة, في احدي الصفحات مقال أعجبني كان يتكلم عن اهمية تعلم الحاسوب واللغة الانجليزية. ملخص المقال أنه في سنة 2000 من لم يتعلم اللغة الانجليزية ولايستطيع استخدام الحاسوب يعتبر انسان امي. حينها احسست باحباط شديد واستياء ولد لدي الرغبة في تعلم الحاسوب واللغة الانجليزية ولكن تلك الرغبة سرعان ما اختفت لانني لم اخذ الفكرة على محمل الجد. لم تعد الفكرة تراودني حتى سنة 2005. بينما كنت في معرض طرابلس الدولي وبالتحديد في جناح كوريا الشمالية علي ما اعتقد, بداء رجل كوري يتحدث للحاضرين باللغة الانجليزية والتي لم يفهمها

جل الحاضرين الا فتاة صغيرة في العمر استطاعت ان تتحاور معه. كان ذلك الموقف الذي دفعني لاتخاذ قرار حاسم بتعلم

اللغة الانجليزية.

{In 1999 I was reading an article in a newspaper about computers and English. In summary, the article stated that by the year 2000 anyone who cannot speak English and who cannot use a computer (will be seen as) illiterate. I felt so bad and so disappointed when I was reading the article. That feeling generated a desire inside me to learn English and also how to use a computer, but unfortunately it did not last for long because I was not really serious. I did not think about learning English until 2005 when I was attending Tripoli International Fair, specifically the North Korean wing. A Korean exhibitor was talking in English to the audience, most of whom did not understand what he was saying except for a young girl who was able to communicate with that Korean exhibitor.}

However, it was only five years later, after having made his decision that Ahmed got the chance to study English in South Africa. This learning experience was not a pleasant one at the beginning due to the fact that he had moved to a new linguistic and social context, one completely different from his original home.

الا ان الفرصة لم تسنح ان ذاك الي ان تحصلت زوجتي علي قرار ايفاد في سنة 2010 لاستكمال دراستها العليا. في ذلك

الحين قرارنا ان نذهب الي دولة ناطقة بالانجليزية فأتي بنا القدر الي جمهورية جنوب افريقيا. في البداية كان الامر صعب

جدا وصل بنا في بعض الاحيان لدرجة الياس. واجهتنا العديد من المتاعب في الاشهر الاولى لان التواصل مع الناس كان

في غاية الصعوبة سواء في الشارع او في المدرسة لاننا لم نعتد استخدام اللغة الانجليزية. كنت اشعر بالاحباط عندما لا

افهم الدرس وفي مرات كثيرة فكرت في التوقف عن الدراسة.

{Because of that incident (at the Tripoli Fair) I made a definite decision to start learning English, but I did not get the chance until my wife was granted a scholarship to pursue her higher studies in 2010. We decided to go to an English-speaking country and South Africa was our destination. At the beginning it was very difficult for us to live in the new society, to

the point that sometimes we felt quite hopeless. We faced problems in our first months because it was very difficult for us to communicate with people – either in the street or at school – because we were not used to hearing English. I felt disappointed when I couldn't understand the lessons and the thought of quitting my studies crossed my mind many times}.

In Ahmed's narrative too the value of support and understanding arises, notably how this has helped him adapt and become more motivated to communicate with people and to discover their culture in his new social environment.

ولكن تشجيع الاهل والاصحاب ساعدني كثيرا. حاولت التاقلم مع المجتمع شيئا فشيئا. اخذت الامور في التحسن تدريجيا واصبحت ارغب في التواصل اكثر مع الناس والتعرف على ثقافتهم.

{It was the support of my family and my friends that helped me continue. I tried to adapt myself to the new society and things started to improve gradually. I became keener to communicate with people and to learn about their culture}.

At the end of his narrative Ahmed mentions his participation in the English course I designed and how different it was from the other language courses he had done because it included his linguistic repertoire as a learning resource and the teacher spoke the same language he does.

اشتركت في دورات لتعليم اللغة الانجليزية كان اخرها دورة كانت مدرستها ليبية الجنسية اضفت لتعلم اللغة الانجليزية طابع مختلف.

{I joined some English language courses. The latest was a course given by a Libyan teacher and that course added a different aspect to English learning}.

According to Hibbert & Walt's classification (2014:190), Ahmed may be considered a "self-driven learner" whose enthusiasm and dedication gave him the confidence to tackle learning English.

From their biographies we can consider Hadeel and Ahmed as resilient learners who "survived despite unfavourable circumstances…and developed coping strategies" that helped them reach their literacy goals to learn English (Hibbert & Walt, 2014: 194).

From the language portraits we can deduce that except for Hadeel, all the students, see themselves as multilinguals, or at least this is what they want themselves to be in their imagined communities (Norton: 2010). However, ″under certain circumstances and for certain purposes, one identity will be more important to the individual than another″ (Alexander, 2002:104).

Apart from Eman, the other six students chose the colour green to represent Arabic and this might be due to the influence of their religion, Islam. It was also interesting to note that all students strongly associated Arabic with the Qur'an which also gives the impression of how proud and attached these students are to their Arabic and Islamic identity. Gogolin (2013: 41) defines the monolingual habitus as ″the deep-seated habit of assuming monolingualism as the norm in a nation,″ which she suggests is ″an intrinsic characteristic of the classical European nation state″. According to her, such a "monolingual habitus was built and secured by the traditions of the educational system itself; and the less conscious the individual teacher is about its existence, the more effectively it operates″ (Gogolin, 2002: 133). In the case of my research participants this may have been due to the fact that Libya is an Islamic society and that the general goals of education are based on the religious, national, cultural and historical foundations and principles of the country (The Libyan National Commission for Education, Culture and Science, 2001:8).

These educational goals include emphasizing the grace of the Arabic Islamic cultural heritage, promoting the originality of Arabic language as the language of education at all levels, teaching the Qur'an and encouraging the study of Qur'anic sciences (The Libyan National

Commission for Education, Culture and Science, 2001:8-9). This idea of promoting Arabic and Islamic identity seems related to what Alexander (2002: 97/103) calls an ″imagined comfort zone″ where people seek a sense of belonging and security. Alexander considers language, colour, religion and region as markers of identity. He also describes the Eurocentric Risorgimento theory of nationality represented in the slogan, "One Language, One Culture and One Nation," in our multimodal diversity as a cage of monolingual and monoculture habitus from which we must escape (Alexander, 2002: 89 ; Gogolin, 2002: 127). Alexander's alternative suggestion is what he calls (Garieb) or (Great River). He suggests that societies should be perceived:

> as rivers that are constituted by various tributaries…carrying different cultural traditions, practices, customs, beliefs, etc…at certain times…one tributary might flow stronger than the others, that new streamlets and springs come into being and add their drops to this or that tributary. (Alexander, 2002: 99/ 107)

What I noticed in both the interviews and the language portraits was that identity for these students is synonymous with Arabic. They do not think that learning another language might be a threat to their identity. This is simply because they perceive all other languages, excluding Arabic, as foreign. From my point of view this might be due to the fact that before coming to South Africa they all grew up and spent their entire lives in a country with an Arabic identity, and this is made manifest in the fact that Arabic is the only official language in Libya. A contributing reason for this may be because the affection of Arabs for their language is intense. Arabs are ″more conscious of their language than any people in the world, seeing it not only as the greatest of their arts but also as their common good″ (Albert Hourani, 1970 cited in Nuha, 2005: 426).

Chapter Six

Discussion, Conclusions and Limitations of the Study

6.1 Introduction

In this chapter I highlight the main findings I have extracted from the data, which correlate with my research questions and predictions. To this end I draw on Cummins' Hypothesis of Interdependence and Vygotsky's Activity Theory. Thus the shape of the chapter is inspired by the research aim, questions and predictions. I begin by re-introducing my research questions. I then outline the main findings informed by the data analysis, and in comparative relation to other studies in second language teaching. I also discuss the possible limitations of my study, the question it poses to Communicative Language Teaching, and its main contribution to second-language research.

Helping learners to understand what they are studying, and improving their related skills are the ultimate goals of any teaching process, including language teaching. Methods and strategies to help students acquire their second language should thus be examined and scrutinized to evaluate which approaches promote language learning (or hinder it).

Hence this study aims to examine the effectiveness of using students' first language as a language teaching strategy when it is integrated into other language teaching methods. It seeks answers to the research questions about the role of the first language in improving students' L2 speaking skills, and students' attitudes towards the use of their L1 in English language teaching.

In this endeavour I conducted a sixth-month intervention course. I taught twelve Arabic-speaking students, using various methods, appropriate to the content matter being taught, to enhance meaningful communication. In an attempt to tackle the issue of subjectivity, a wide

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range of data collection tools were used to collect data and to triangulate the findings of my study. These tools included diaries, field-notes, observations, interviews, social media, language biographies and language portraits. The analysis of the data was guided by Cummins' Hypothesis of Interdependence and Vygotsky's Activity Theory, which together formed the theoretical framework for this research. The key concept of Activity Theory concerns an understanding of human consciousness based on the idea that human activity is a purposeful set of actions carried out through the use of physical or psychological tools including language, the most significant tool for collaborative human activity.

The core of the interdependence hypothesis is that language and literacy skills can be transferred from one language to another and that the relationship between the L1 and L2 is not necessarily unidirectional but potentially reciprocal or bi-directional in terms of the transfer of skills and cognitive development.

6.2 What role does the L1 play in improving students' L2 speaking skills?

In examining the effectiveness of using students' first language as a language teaching approach in conjunction with other language teaching methods, this study seeks to question the prevailing concept of "the two solitudes assumption" in bilingual education. This concept is influenced by the Direct Method and CLT which assumes that the two languages must be kept rigidly separate to ensure successful L2 learning. The data collected and analyzed in this study suggests that students' L1 plays a crucial role on several levels as outlined in the points that follow.

6.2.1 Understanding grammatical similarities and differences between the L1 and L2

One of the predictions of this study was that the L1 helps students understand English grammar and facilitates recognition of the differences and similarities between the two languages through what Cummins refers to as metalinguistic transfer. The L1 was used to

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clarify some English grammatical rules, correct grammatical errors and highlight similarities and differences between L1 and L2 drawing on students' explicit prior knowledge of grammar in their L1. This type of metalinguistic transfer in turn helps develop a metalinguistic awareness through the constant cross-referencing between the L1 and L2. This experiment can confirm the point as students' prior metalinguistic knowledge in Arabic improved their understanding of English grammar noticeably.

The findings of the study confirm the work of Schweers (1999) and Carless (2007) who state that the first language can increase students' awareness of similarities and differences between the two languages and their cultures.

Inspired by Ellis' (2006) view that the teaching of grammar should be delayed until learners have developed a basic communicative ability, I delayed the teaching of grammar in my pedagogy. Thus grammar was brought in incidentally, "in accordance with participants' linguistic needs as the activity proceed(-ed)". All students agreed that the two languages (Arabic and English) are completely different especially in their grammatical structures. Students found the L1 useful for scaffolding the learning of English grammar items such as verbs, subjects, adjectives, adverbs and tenses. However, the use of Arabic to explain some grammatical issues had been reduced by the end of the intervention, especially where the grammatical concept was easy to understand.

In summary, students' L1 can promote metalinguistic awareness and cultivate students' receptive and productive strategies. It should therefore be seen as a resource, not a barrier.

6.2.2 Improving and accessing clear explanations of new and unclear vocabulary

This is also one of the predictions confirmed by the findings of this study. The first language is an efficient teaching resource to help students acquire vocabulary and idiomatic expression in their L2. In terms of vocabulary and expression, the L1 was used purposefully

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to help students understand unfamiliar vocabulary, overcome anxiety and engage in classroom activity. At the beginning of our intervention students were reluctant to participate in class, which I thought was due to their lack of English vocabulary. We overcame this barrier through translanguaging. Students who were unable to express themselves in English were allowed to use Arabic. It helped them to participate actively in the class and also to use their prior knowledge to broaden their foundation in learning the target language**.**

This finding corroborates Bhooth's (2013) finding that the use of the L1 in the EFL reading classroom in a university in Yemen helped explain new words and concepts. It also confirms Mwinda & Van der Walt's (2015: 100/104) argument that translanguaging can be used as a resource for building English vocabulary and for providing greater access to the curriculum and the attainment of lesson objectives. It was evident that the purposeful use of students' first language enabled them to learn new vocabulary, and it also helped shy and reluctant students to become confident and assertive. Since the aim was to help them and not to judge them, they conquered their fear and inhibition. This is in line with Pishghadam's argument (2013) that it is our experience with language learning, and not the language itself, that develops a sense of preference or detestation. If students' first language is not welcomed they will tend to be shy, inhibited and reluctant to take part in classroom activities (Cummins et al, 2005: 41). In fact, the use of the first language in my classroom also enhanced the student's vocabulary in Arabic. This was confirmed by the students themselves who found English vocabulary a means to enrich their vocabulary in Arabic.

Again, this supported Cummins and Vygotsky's claim that the second language can foster learner's awareness and improve their understanding of their first language.

The L1 was used not only for grammar and vocabulary, but also to highlight the importance of pronunciation and how it can affect the meaning of words. I used students' L1 (Arabic) to

help them overcome the obstacles of phonetics by relating their prior knowledge of Arabic sounds to English sounds.

Generally speaking, it is not an easy task for an L2 learner to speak English with native-like pronunciation, and this can be related to some linguistic factors such as differences of the sound system between the L1 and the L2, the inconsistency of some sounds in the English language and the spelling system of English. For example, in English there are forty-four sounds compared to Arabic with only twenty-eight sounds. Each of these Arabic sounds has an Arabic letter to represent it; none of them is silent. This makes it easier to learn compared to English. Arabic-speaking students struggle with some English sounds such as /v/, /p/ and /tʃ/ due to the fact that there are no such sounds in Arabic, which leads to the mispronunciation of these sounds as /f/, /b/ and /ʃ/ respectively. In addition as alluded to, in English there are some silent sounds while in Arabic there are no silent sounds and every sound is pronounced.

There is also the factor of inconsistency of some English sounds where one English vowel has more than one pronunciation and in other cases two or more different letters are pronounced with the same sound. Again, another challenge that faces Arabic-speaking students is the fact that the spelling system of English is different from Arabic. In Arabic, every sound is always pronounced and pronounced in the same way, but in English there are words which are pronounced the same but spelt differently.

There are many research studies on using the L1 to teach phonics, but I have used the L1 to improve students' pronunciation differently. This is because my focus was not only on using L1 to explain English sounds, but also to use students' prior knowledge of Arabic sounds to improve their English pronunciation. Thus the first language can be used as an aid to improve students' pronunciation in the target language.

6.2.3 Seeking help

Students also sought help by using their L1 to clarify their understanding when communicating with other students or the teacher. It helped them mitigate the difficulties of misunderstanding and confusion. Schweers (1999) confirms the significant role the L1 can play in encouraging students to cope with comprehension. This also corroborates Nation's concept (2003: 3) of how planned L1 use can help both teachers and learners to overcome some comprehension-related difficulties, especially if "a meaning-based L2 task is beyond the capabilities of the learners". In the present study, translanguaging practice facilitated the creation of learning contexts in which the power of language and culture are accessed and shared by students and teachers. A major benefit of such practice is that it established a balance between power relations in the classroom. Allowing students to use their first language to maintain a good rapport within the classroom environment and amongst students affects students' performance in a positive way. Thus the L1 promotes good relationships, which in turn promote good language learning.

6.2.4 Correcting and clarifying students' mistakes

The aim of any educational activity is to help students understand the content of the subject. And one way to improve students' understanding is by giving them the chance to learn from their mistakes. Therefore correcting and clarifying students' mistakes is an essential part of the learning process. However, clarifying mistakes in the target language might not always be effective. In this study students' L1 was used to explain mistakes that cannot easily be explained in the target language with the aim of achieving better results. Needless to say, although learning L2 accompanies L1, it does not replace it.

Scholars refer to this inter-relationship as 'additive bilingualism' (May, 2011). Accommodating students' values and needs and considering the relationship between L1 and L2 as complementary rather than competitive can result in long-term educational

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success. The finding of the study confirms that using students' L1 to correct and clarify mistakes – which students' command of the second language will not help with – can be effective and promote students' understanding of grammatical concepts and the proper choice of words. This is consistent with the idea of Pishghadam et al (2013) who speak of the indispensable flow between the first and the second language in terms of vocabulary and grammar and the important role it can play in L2 teaching and learning.

I sought to help students make sense of a new linguistic and conceptual world through the linguistic world with which they were already familiar.

6.3 How can students' emotion affect their learning?

According to the Pishghadam et al (2013) emotion can play a vital role in the learning process. One key aspect in developing language and literacy is to keep students active, value their motivation and learning abilities and position them as "contributing to knowledge making" (Lundgren, 2015: 6).

My study shows that encouraging students to express their emotions can enhance their learning notably through their participation in classroom activities and discussions. The teacher should carefully consider this important aspect. There were times when some students were angry, happy, sad or excited, and I used these emotional states as lesson material for self-expression and sharing of experiences. Students were therefore able to speak spontaneously and comfortably in English, albeit that they still lacked proficiency in the language. This kept them motivated to learn the language. Students are not objects of study, but subjects who have emotions, linguistic repertoires and identities that should be valued.

6.4 How can appropriate learning materials and activities affect students' learning?

The findings of the study highlight the effectiveness of using the L1 to improve students' L2 speaking skills. However effectiveness is not guaranteed if it is not supported with the proper choice of learning material and activities. This concurs with Cook's argument (2010) that using the L1 as a classroom activity entails careful and deep thinking about the activity to be applied, the materials included, students' needs, time available, and class size. It is also consistent with Probyn's view or belief (2015) that the use of the L1 should be purposeful and responsible rather than unplanned or random. It is indeed important to use a variety of activities to keep students motivated and challenged, since different students require different methods and techniques to help them acquire their second language (Cook, 2010). These differences are due to differences in attitudes to languages, emotions, motivation, cognitive abilities, gender, age, cultural background and individual differences between learners.

The activities I used included pair work, group discussions, role play, videos, listening exercises, short stories and presentations. I tried to encourage students to speak most of the time and to make use of the language they learnt. Such activities encourage oral fluency because they assist students to understand language in real-life situations.

My criterion for selecting material was governed more by the students' interests than linguistic consideration because my aim was to generate authentic discussion and to enhance communication in a variety of situations. This helped to catalyze fruitful engagement and participation. An example of such activity was role play, which is a valuable practice in CLT as it allows students to practice communication in different social contexts and in different social roles (Freeman, 2008). Consequently learning becomes more interactive.

It is noteworthy that integrating the L1 purposefully and responsibly in all these interactive activities positively affected students' participation and engagement and helped students to

feel comfortable initiating dialogue. This finding is consistent with Cummins' argument (2008) that using the L1 does not make the activity artificial but renders it powerful and authentic. The selection of learning materials and activities that suited the varying levels of the students as well as the integration of the L1 purposefully in these activities helped learners overcome difficulties in comprehension and enabled connections which in turn maximized learning.

What facilitated lesson planning was thinking of the lesson as comprised of activities, motives and operations. For Leont'ev, the difference between these concepts can be explained in the example of changing gears when learning to drive (Hasan & Kazlauskas, 2014). In our case, the lesson was the activity, the intention to help students make an appointment was the motive, and the practising of natural authentic communication was the operationalization of the activity. Once making appointments is controlled, a new activity with different engagement, motives and operations begins.

Generally, planning an activity must take into consideration the motive and the purpose of the activity as well as students' needs and levels. Thus integrating approaches, like including the L1 should be allowed if the teacher finds it effective in language learning. This view is supported by Creese & Blackledge (2010) who conducted an experiment in a US complementary school involving Gujarati and Chinese. They argue that there were times when two or more languages were required, and that use of the L1 was a valued resource "to identify performance, lesson accomplishment and participant confidence" (Blackledge & Creese, 2010: 213). Nevertheless, this goal cannot be successfully achieved if the L1 is used in isolation from other teaching activities. The key is to combine different methods. Atkinson (1987) is of the view that the use of the first language cannot be a methodology in itself. It should be seen as a strategy that plays several roles at different levels.

6.5 What are students' attitudes towards the use of their L1?

To answer this question I had to analyse the data collected via three different instruments namely interviews, language biographies and portraits. These served to triangulate the results of my research and to increase the range of insights gleaned from participants' attitudes towards the use of their L1 in L2 learning and teaching. This approach was also a means to give these students a voice in learning. Tools such as language portraits and language biographies can provide essential insights and understanding in the field of multilingualism and linguistic diversity, and their application in education serves to make students "more aware of their actual language practice". Through language biographies we can focus on how students express their different positions and attitudes and how such biographies might help develop alternative learning strategies. Language biographies as supplementary material may be significant to understand the relation between language and identity and the meanings students attach to their linguistic repertoires.

In order to explore students' attitudes towards the use of their L1, it was also essential for the interview to include questions about it. From the answers we can deduce that students highly appreciate the prior knowledge of their first language as a tool (Leeuwen et al, 1994; Kress, 2000) and consider it the basis for any second language learning. All the students believe that their first language is inextricably interwoven with their identity and that they do not perceive learning another language as a threat to it but rather, as another dimension to their identity. In other words a L2 can strengthen their sense of belonging by giving them the opportunity to properly present their way of life, thinking and feeling to others who are unfamiliar with it. It follows Makalela's argument (2015:2) that "it is through the word that one engages with the world [and through the principle of languages that] multilingual learners refer to reality, develop worldviews and construct their identities in relation to the world."

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The finding of the study is that students see themselves as bilinguals and that their perception of languaging incorporates more than its being a mere linguistic resource; they see it also as a social practice through which people can interact and negotiate their identities. From the students' point of view, it also became clear that identity consists of several factors such as linguistic repertoire, personal experience, environment, attitude, belief, moralities and ideology – all represented in their L1. This is consistent with Childs' (2016) idea of the negative consequences of excluding student's L1 because this can be one way of dehumanizing them. It is also in line with Cummins' (2008) statement that excluding students' first language means also excluding their culture, life experiences and language resources. This exclusion generates a feeling of uncertainty, intimidation and alienation which negatively affects language learning.

A key finding of this study is that all the respondents believe that their L1 should be included in L2 teaching because they need to build upon and relate their new knowledge to their prior knowledge. This concurs with Cummins' (1979) Theory of Interdependence and reciprocity between the degree of the first language usage in a language classroom and the level of the student's capacity in acquiring the less familiar language. This is to say, the better the level of the student, the less the use of the L1. However, this does not mean that the interdependence of the two languages ceases once control of the L2 has been attained. At the higher level the student will still be dependent on the mother tongue, but to a lesser extent.

6.6 Conclusion

In this concluding chapter I presented the findings of my study and the organization of this chapter was informed by the aim of my research, research questions and predictions. One conclusion I drew from the data analysis and the findings of this study was that the L1 can be an effective approach to scaffold and improve students' L2 speaking skills. Another

conclusive observation is that students maintained a positive attitude towards the use of their L1 in L2 teaching and learning.

In this study I tried to enhance the activity of teaching by using students' L1 as a tool in communicative L2 teaching. Thus I question the monolingual teaching enforced by CLT by showing that integrating the L1 does not contradict the central concept of the Communicative Approach. Instead, integrating the L1 along with other language teaching methods can enhance interaction, engagement and participation. Students are more capable of meaningful communication in a relaxed atmosphere. Such integration of bilingual and monolingual strategies can be a powerful resource in promoting more cognitively engaged learning. This integration can maintain fluidity and interdependence between L1 and L2 and create an Ubuntu teaching/learning model (Makalela, 2015; Makalela, 2014) where languages leak into one another and multilingual social, linguistic and capital resources at the learner's disposal are acknowledged and utilized (Makalela, 2014:100/101).

My study also concludes that language learning can be eclectic in that the role of the teacher may be perceived as a facilitator who takes the importance of students' emotions in language teaching into account and makes use of available resources including students' prior knowledge, to achieve the required outcome – further learning.

By integrating Vygotsky's Aactivity Theory and Cummins' Hypothesis of Interdependence along with the qualitative action research method that I used to conduct my research, I found that the teaching-learning process can be a dynamic successful one if some crucial aspects are taken into account. I therefore modified Engeström's expansive learning cycle (2000) to arrive at my own which was informed by the theoretical framework and methodology of my research.
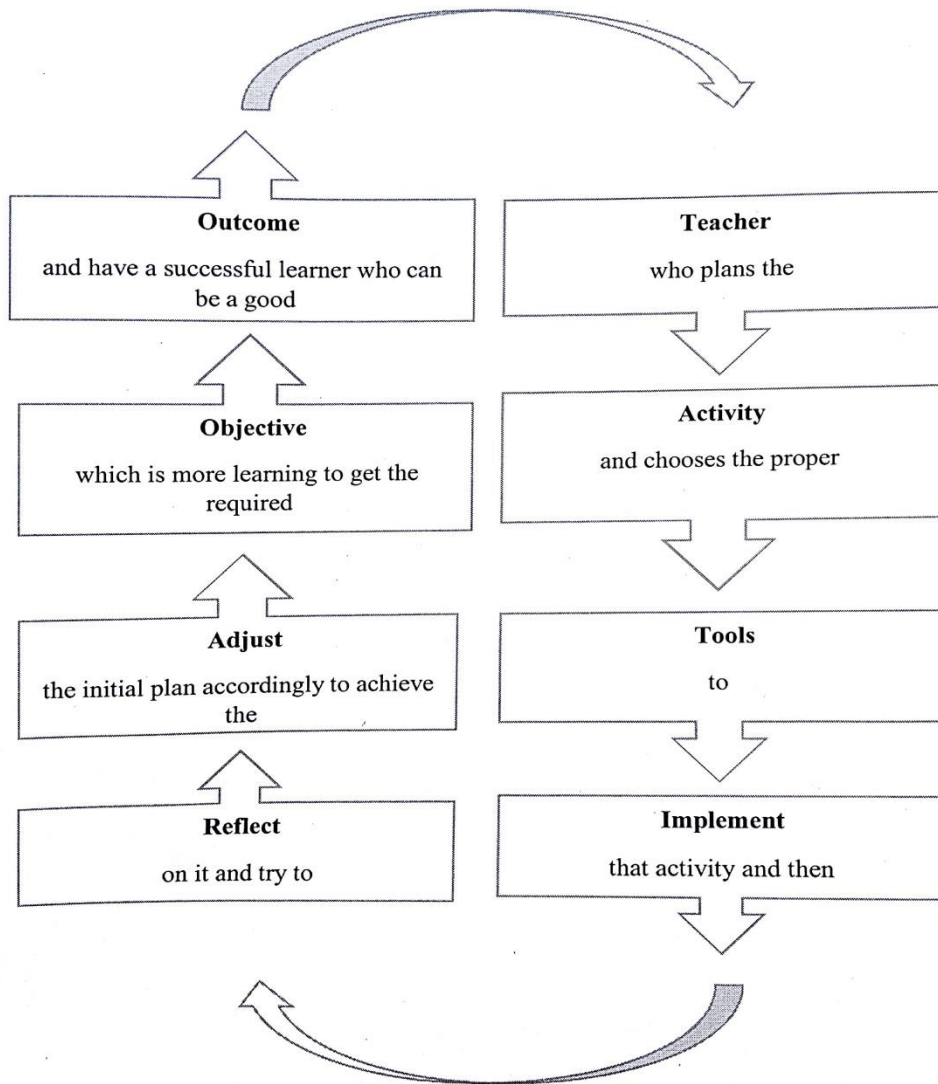
Figure24 . Modified Teaching-learning cycle

Based on my teaching experience which was informed by my theoretical research framework, methodology and negotiated curriculum to give students a voice in language learning, I came to the conclusion that language teaching consists of particular elements crucial to achieving the goal of learning. The cycle starts with the teacher who plans the activity (lesson) and chooses the proper tools that suit the purpose of the activity which can also include students' L1. After that the teacher needs to reflect on his/her initial plans to try to specify the aspects that did not work or which were ineffective in achieving the goal of the activity. These aspects need to be considered and modified in order to achieve the

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objective of the activity. This is followed by more learning which in turn can help students become successful learners who can be teachers themselves and start the cycle again.

The methodology I adopted in my study may be applied in the teaching of any other second language, not only in English teaching. It is also not necessary that students' L1 be Arabic. It would be of great significance to replicate the intervention with other languages in order to widen the application of the methodology, refine the CLT and perhaps develop a new theory of language teaching and learning. Hence I do declare my research to be authentically trustworthy.

Possible limitations and challenges which may have influenced the outcome of the study are also proposed as areas for further research and future studies. Due to the fact that all research participants were adults, results may not be the same when applying the methodology to teach children. Therefore the effectiveness of this methodology (integrating the L1 in CLT) to improve children's L2 speaking skills requires further investigation. The study was conducted in the context of South Africa where English is considered a second language and one of the official languages of the country. This means that more research is required to investigate the L1 as a resource to scaffold the teaching of English as a foreign language. This is the aspect I am planning to investigate by preparing Arabic conversation classes for some South African students whose L1 is English. This is because Arabic is taught as a foreign language in the context of South Africa. Another aspect which may also constitute a limitation of this study is that it was conducted with a small class. Further research needs to be done on integrating the L1 to improve students' L2 speaking skills and as a teaching approach in CLT with large classes.

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Appendix 1: Interview Questions (English version)

- Why did you choose South Africa to be your destination**?**

- Do you think learning another language rather than your L1 is important and helpful? Why?

- Do you think that your sense of belonging and identity might be affected or lost when learning a second/ foreign language? Why?

- What is your motive behind taking part in this intervention?

- What were your expectations before commencing the course? And to what extent these expectations are met?

- Did you find using Arabic helpful in explaining some expressions and structures?

- Did you find using Arabic useful for defining new vocabulary items?

- Did you find using Arabic useful to express yourself when you do not have the appropriate English words?

- Was using Arabic helpful to recognize the differences and similarities between the two languages?

- Do you think that learning materials and activities were effective and properly chosen?

- Do you feel confident to interacting and take part in discussions?

- With which kind of activities did you feel more comfortable and confident?

- Were you satisfied with the way how the teacher managed the classroom?

- Did you find integrating Arabic with other activities helpful?

- In what way did integrating Arabic help you improve your speaking skill?

- What is your overall attitude towards using Arabic in your English classroom?

- What is your overall impression of the entire course and the benefits of it?

Appendix 2: Interview Questions (Arabic version)

- لماذا اخترت المجيء لجنوب إفريقيا؟

- هل تعتقد أن تعلم لغة غير اللغة الأم عامل مهم ومساعد؟ ولماذا؟

- هل تعتقد أن حس الانتماء والهوية لديك قد يتأثر أو يندثر في حال تعلمت لغة ثانية/ أجنبية؟ ولماذا؟

- ماهو دافعك للمشاركة في هذه الدورة؟

- ما كانت توقعاتك قبيل البدء في الدورة؟ والى أي مدى تحققت هذه التوقعات؟

- هل وجدت استخدام اللغة العربية يساعد على إيضاح بعض التعبيرات والتركيبات؟

- هل وجدت استخدام اللغة العربية يساعد على تحديد معاني بعض المفردات الجديدة؟

- هل وجدت أن استخدام اللغة العربية ساعدك على التعبير عن نفسك عندما لا تعرف الكلمة المناسبة باللغة الانجليزية؟

- هل ساعدك استخدام اللغة العربية على تمييز أوجه التشابه والاختلاف بين اللغتين؟

- هل تعتقد أن المادة النشاطات التدريسية اختيرت بعناية وأنها كانت ذات فعالية؟

- هل تشعر بالثقة عند التواصل مع الآخرين وعند الخوض في مناقشة موضوع ما؟

- ماهي الأنشطة والتطبيقات التدريسية التي تشعر بارتياح أكثر عند استخدامها؟

- هل أنت راض عن الطريقة التي تمت بها إدارة الفصل؟

- هل وجدت أن دمج اللغة العربية مع غيرها من طرق التدريس الأخرى عاملا مساعدا؟

- من أي ناحية ساعدك استخدام اللغة العربية على تحسين مهاراتك في التحدث باللغة الانجليزية؟

- ماهو موقفك/ وجهة نظرك من استخدام اللغة العربية في تعليم اللغة الانجليزية بشكل عام؟

- ماهو انطباعك العام عن هذه الدورة وعن مدى الاستفادة التي حصلت عليها؟

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Appendix 3: The Principal's Information and Consent Letter

UNIVERSITY OF THE WESTERN CAPE

Private Bag X17 Bellville 7535 South Africa

Tel +2721 9592368   Fax +2721 9591251

UNIVERSITY *of the*
WESTERN CAPE

DEPARTMENT OF FOREIGN LANGUAGES

Information and Consent Letter

The Principal

South African School of English

Dear Sir

Re: Request for permission to conduct research at SASE

I am a Full-time PhD student in the Department of Foreign Languages at the University of Western Cape. To fulfill the requirements of the degree, I am undertaking research into the effectiveness of using Arabic, the L1, in improving English L2 speaking skills. This research study will take place over the period of 6 months. Therefore, I believe that your school would be a suitable place to conduct my study. I would also ask for your permissionto use the coursebooks the school is working with to be integrated with some other activities including the use of students' first language to fit the purpose of the study.

Data for this six-month qualitative action research project will be collected through pre-and post-intervention tests, classroom observation, audio-visual recordings, questionnaires, and interviews. Research participants will be asked for their permission for the data collection.

I undertake that my study will cause no harm to the business of your school or any of your staff or students. None of the participants will be allowed to take part in this intervention if they are studying at the SASE and will drop their courses just to join the course I am offering.

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The marked placement tests will be kept confidential and will not be returned to the research participants. There will be no disruption to learning and teaching because I will be researching my own teaching.

I would be very grateful if you could allow me to conduct this research at your language centre.

If you require any information about this study or any other questions regarding your rights as the place where the study will be conducted, please do not hesitate to ask.

I have read the above information regarding this research study on the effectiveness of using Arabic, the L1, in improving English L2 speaking skills, and consent to allow Intisar Etbaigha to conduct her study at SASE and to use the coursebooks SASE is using.

_____ (Printed Name)

_____ (Signature)

_____ (Date)

Yours sincerely

Intisar Etbaigha

0614736031

ietbaigha@gmail.com
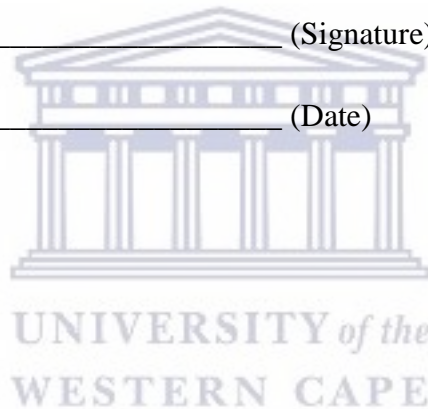
Appendix 4: Research Participants' Information and Consent Letter

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UNIVERSITY *of the* **WESTERN CAPE**

DEPARTMENT OF FOREIGN LANGUAGES

Research Participants Information and Consent Letter

My name is Intisar Etbaigha. I am a Full-time PhD student in the Department of Foreign Languages at the University of Western Cape. To fulfill the requirements of the degree, I am undertaking research into the effectiveness of using Arabic, the L1, in improving English L2 speaking skills. Therefore, I would like to invite you to take part in my research intervention which will be conducted at English Language School Cape Town for 6 months; from 12 January 2015 till 30 June 2015. I intend, with the permission of the school, to use the coursebooks the English Language School is working with and will integrate some other activities including the use of students' first language to fit the purpose of the study.

During this time, I will teach you 3 times a week and each class will last for 90 minutes. With your permission, I will video-record every class and audio-record the focus group interview I will hold with you at the end of the intervention. Myself, my supervisors and you as research participants are the only people who will watch the video recordings of the lessons. You will also be asked to kindly complete a questionnaire to consider your attitudes towards the using of your first language in L2 learning.

Participation in this intervention is completely voluntarily and you have the right to withdraw from or to stop being a part of the study at any time. You will not be obliged to answer any questions you do not want to. Your confidentiality will be guaranteed and your identity will not be disclosed.

If you require any information about this study or you have any other questions regarding your rights as a participant, please do not hesitate to ask.

Your participation in this study would be highly appreciated.

I have read the above information regarding this research study on the effectiveness of using Arabic, the L1, in improving English L2 speaking skills, and consent to:

- Participate in this study.   (Yes   - No)

- have Lessons video-recorded   (Yes   - No)

- being interviewed   (Yes   - No)

- Interviews being voice-recorded   (Yes   - No)

_____ (Printed Name)

_____ (Signature)

_____ (Date)

Yours sincerely

Intisar Etbaigha

0614736031

ietbaigha@gmail.com

Appendix 5: Focus Group Confidentiality Form

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DEPARTMENT OF FOREIGN LANGUAGES

Focus Group Confidentiality Form

Using First Language to Improve Arabic-speaking

Students' Speaking Skills in English as a Second Language

The study, the aims and how it will be conducted were explained to me in a language I understand. All my questions about the study were clearly answered. Therefore, I fully understand my role in this study and I willingly volunteer to participate in this intervention. I am encouraged to participate because I trust that my identity will not be disclosed to anyone and that I can withdraw from this intervention at any time without being judged or disadvantaged. I also understand that the confidentiality is partially maintained by the research participants.

I hereby undertake to maintain the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or their contributions to anyone outside the focus group.

Participant's name: …………………………………………..

Participant's signature: ………………………………………

Date: …………………………………………….…………

Appendix 6: Lesson Plan

Focus: listening and speaking

Integrated skills: reading and grammar

Objective: students will

- Learn how to be good listeners and listen attentively for specific information

- Learn how to be good speakers and express their feelings and share their experiences

- Practice listening and speaking skills with classmates

- Use their previous knowledge to generate dialogues and participate in discussions

Procedure	Task	Teaching and learning strategy	Time	Resources
Prior to the lesson	I write the content of the lesson on the board		5 min	board markers
Introduction	Welcome and greet/ Inform students with the content of the lesson and what are we going to do.		5 min	
Activity 1	How to express emotions and feelings Provide students with a list of words and phrases used to express emotions and feelings, explain them in English (Arabic can be used when explaining the meaning in English does not help), give examples, listen to authentic material using the theme of emotions and feelings (British council website, Real listening and speaking course book) Ask students to come up with their own examples ensure understanding	Reinforcement through practice and drilling	30 min	Board markers handouts course-book tape-recorder
Activity 2	**Prior to the activity**, I tell students that they are going to listen to a conversation between three friends and the theme is relationship.	Contextual learning by drawing on	40 min	recording script

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(Family Matters)	**Pre listening task**: students do the vocabulary activity (match words to their definitions) before they listen. Then they listen to the episode and do the vocabulary activity again to check their understanding. **Listening exercise**: students need to answer comprehension questions (answer the questions/ true or false). They can listen to the episode again if they cannot remember. After they finish their answers, we review the answers together. Finally, practise some grammar that we dealt with in our previous lessons (-ed/ -ing adjective forms). **Post listening task**: students will be given the recording script, they need to read and practice the conversation, prepare in pairs a similar one for the next lesson. (roles can be played either in English or in both English and Arabic by including the role of an interpreter) **NP**: prepare the classroom settings to look like a natural environment since this can motivate students and help them contextualize the activity and access their existing knowledge which in turn can motivate the flow of ideas and more speaking.	students' previous knowledge Brainstorming Reinforcement through practice and role play		tape-recorder board markers worksheet
Activity 3	At the end of the class, students listen to a short moral story (grandfather & grandson). They will be given a list of the new words with their meanings in both English and Arabic. The recording will be emailed to them. Their task is to listen to the recording at home several times, try to understand the moral value in the story and then discuss it and share their opinions and own experiences with the teacher and their classmates in our following lesson. (Theme: do as you like to be done)	Contextual learning by drawing on students' previous knowledge Reinforcement through discussion	10 min	Laptop, projector internet handouts
Wrap up:	Reminder of the next lesson prep Thanks and closure		5 min	

Appendix 7: Transcript of Shadi's Interview

انتصار: لماذا اخترت المجئ لجنوب إفريقيا؟

شادي: اخترت المجئ لجنوب افريقيا لاني لم اتحصل على قبولات من عدة مناطق

انتصار: بلدان أخري تقصد؟

شادي: نعم

انتصار: منذ متى وانت في جنوب افريقيا؟

شادي: من شهر 4/ 2014

انتصار: متى كانت أول مرة احسست فيها برغبة في تعلم اللغة الانجلزية؟ ولماذا؟ امتى حسيت نفسك ترغب في تعلم اللغة الانجليزية؟

شادي: منذ وصولي الى جنوب افريقيا

انتصار: okay. وليش؟ لماذا؟

شادي: لاني قصدي نبي نتواصل مع الناس ولقيت الناس كلهم يتكلموا الانجليزية

انتصار: okay شادي, هل تعتقد أن تعلم اي لغة أخرى غير اللغة الام الي هي اللغة العربية بالنسبة ليك اللغة الانجليزية أو اللغة الفرنسية مثلا شئ مهم؟

شادي: أكيدة

انتصار: وليش؟

شادي: الانجليزية والفرنسية نعتبرهم اللغة الام

انتصار: اه okay

شادي: بعد اللغة العربية طبعا

انتصار: قصدك تعتبرهم لغات ... مهمة أساسية

شادي: نعم اساسية

انتصار: okay. وليش؟ شن السبب الي يخليك تعتقد أن هما لغات اساسية أو مهمة؟

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شادي: على سبيل المثال توا زينا احنا توا درسنا في السابق لغة عربية والان ندرسوا في اللغة الانجليزية فبنحولوا الكلام توا من اللغة العربية الى اللغة الانجليزية هدا هو

انتصار: هذا سبب اهمية هدوم اللغتين يعني؟

شادي: نعم

انتصار: شادي من متى بديت تتعلم في اللغة الانجليزية؟

شادي: في السابق درسنا مادة واحدة وعند المجئ الي جنوب افريقيا بدأنا فى الدراسة أكثر

انتصار: للغة الانجليزية تقصد؟

شادي: نعم

انتصار: okay. متى كانت أول مرة شادي واجهت فيها اللغة الانجليزية؟ كمادة أو تعلمتها كمادة؟

شادي: منذ دخولي الى الصف الاول اعدادي

انتصار: okay تمام.ومن كان أول شخص تعلمت على ايديه اللغة الانجليزية ؟

شادي: اول شخص كان الاستاذ رمضان القذافي

انتصار: كان ليبي الجنسية أو؟

شادي: ليبي الجنسية.

انتصار: اوكى. كيف كانت تجربتك معاه في تعلم اللغة الانجليزية؟

شادي: والله كانت مش سيئة ومش جيدة, متوسطة

انتصار: okay. شادي انت تكلمت عن اهمية اللغة الانجليزية اوكى؟ او بالاحرى تعلم لغة أخرى غير اللغة الام. وبالنسبة ليك اللغة الانجليزية واللغة الفرنسية. لكن هل تعتقد أن احساسك بهويتك العربية أو كمواطن عربي تتأثر أو تنتهي أو تنعدم في حال تعلمت مثلا أي لغة أخرى أو احدى هاتين اللغتين مثلا؟

شادي: لا

انتصار: ليش؟

شادي: لان هيى لغتي الام واللغة الانجليزية اتعلمه لغرض الدراسة أو الكلام مع الناس الي يتكلموا اللغة الانجليزية

انتصار: يعني مش حيكون للغة الثانية أي تأثير على هويتك كمواطن؟

شادي: لا أعتقد ذلك

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انتصار: okay.عبالباسط ماهو السبب الذي دفعك أو الاسباب التي دفعتك للمشاركة في هذه الدورة؟

شادي: الاسباب التى دفعتني للمشاركة في هذه الدورة هي تحسين تحسين اللغة الانجليزية درست في السابق ولكن لم أتحسن ولكن بعد مادرست الان أحس أفضل من قبل

انتصار: سمعت عن الدورة ورغبت فى أن تشارك في الدورة, شن كانت توقعاتك قبل ما تبداء في الدورة؟ شن هي الاشياء الي توقعت انك حتحصل عليها لما لما تكون الدورة انتهت؟

شادي: هى أكيدة كل شخص قبل الدورة بيعتقد مش رح يتوقع نجاح, هو أي شخص بعد بيدخل زعمك بنتحسن؟ زعمك لا؟

انتصار: لكن انت شن كان توقعك؟ هكي احساسك حدسك شن كان يقولك قبل مانبدوا الدورة وسمعت عن الدورة؟ شن كان يقولك؟ شن هو الي قالك حدسك حتصل عليه بمجرد ماتنتهي الدورة؟

شادي: بمجرد انتهاء الدورة كان احساسي اني اكيدة كنت نحس اني بنتحسن

انتصار: اوكى دخلت الدورة لمدة 6 شهور من شهر يناير لغاية شهر يونيو, هل بعد انتهت الدورة أو مع نهاية الدورة شادي حسيت أن الي توقعته صار؟

شادي: اكيدة

انتصار: كيف؟

شادي: كيف؟ من خلال كلامنا مع الناس في الخارج. من خلال ما نستخدمه ايضا في الخارج في الاماكن العامة ومع المستشفيات ومع ايضا المدارس الثانية

انتصار : شن تقصد بالمدارس الثانية شادي؟

شادي: قصدي درت مقارنة بين الدراسة السابقة والدراسة الحالية

انتصار: ماهي الدراسة السابقة؟

شادي: الدراسة السابقة في مدرسة لغة

انتصار: okay . والدراسة الحالية الي هي؟

شادي: تبع الابلة انتصار

انتصار: okay . وشن طلعلك من المقارنة؟

شادي: وجدت فرق واجد

انتصار: لصالح من؟

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شادي: لصالح الابلة انتصار

انتصار: شادي هل وجدت ان استخدام اللغة العربية ساعدك في أن تفهم زي ما نقولوا معاني بعض التعبيرات والتركيبات اللغوية في اللغة الانجليزية أو لا؟

شادي: اكيد ساعدتني .

(**انتصار**: تقدر تعطيني مثال؟ ماتستحضرش شئ معين؟)

شادي: اشياء

انتصار: مثلا؟

شادي: مثلا قبل من حيش نمشي للبنك مانعرفش كيف نفتح رقم حساب . مانيش مفرق بي الحساب الفردي والحساب الجماعي.

انتصار: وحاليا؟

شادي: لا حاليا أفضل بكثير

انتصار: باهي شادي شئ اخر هو ايضا مرتبط باستخدام اللغة العربية. هل حسيت انها ايضا (استخدام اللغة العربية) وعلى فكرة لما نقول استخدام اللغة العربية لما قصدت باستخدام اللغة العربية قصدت استخدامها بينكم انتم كطلبة لما تستوضحوا من بعض أو لما انا نكلمكم احيانا باللغة العربية أو انتم لما توجهولي سؤال باللغة العربية. هدا قصدي باستخدام اللغة العربية. يعني مش بس انا لما كنت نستخدم فيها معاكم. هل تعتقد انها كانت مفيدة بالنسبة ليك في توضيح معاني بعض الكلمات الجديدة؟ الي كانت زي مانقولوا قد تكون أول مرة تسمعها؟

شادي: بالتاكيد. مثلا زي الكلمات الجديدة والكلمات الطويلة والكلمات الي مش مارة علينا بكل.

انتصار: الكلمات الطويلة شن قصدك بيها شادي؟

شادي: الكلمات الطويلة توا الكلمات الصغيرة معظمها نعرفوا ترجمتها لكن الكلمات الكبيرة نواجهوا فيهن صعوبة شوي

انتصار: باهي انا نبي نفهم شن قصدك بالكلمات الصغيرة والكلمات اكبيرة؟ شن تقص بيها؟

شادي: الكلمات الصغيرة ساهل نطقهن وساهل معرفتهن

انتصار: okay. والكلمات الكبير؟

شادي: اكيدة بتكون صعبة في النطق وصعب في فهم المعنى.

انتصار: okay تمام. شادي هل وجدت ان استخدام اللغة العربية ساعدك لما كنت احيانا ماتقدرش تعبر عن نفسك باللغة الاجليزية؟ استخدامها قصدي داخل الفصل

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شادي: احيانا

انتصار: احيانا. تمام. متى كانت هده الاحيان؟

شادي: على سبيل المثال مرات نبي نقول جملة مش عارف مفرداتها والا حاجة. هكي ماتقدرش تركب المفردات على بعض ضروري بتلجاء للغة العربية قبل ما تقولها

انتصار: okay. قصدك هي هادي هي الحالات الي كانت فيها اللغة العربية واستخدامها يساعد فيك؟

شادي: اكيدة نعم

انتصار: شادي هل تعتقد ان استخدام اللغة العربية, وتاني شادي نتكلم عن استخدام اللغة العربية بينكم انتم كطلبة ومع الاستاذ متاعكم هل ساعدك في ان تستوضح الفرق بين اللغتين العربية والانجليزية؟ من ناحية القواعد مثلا؟

شادي: من ناحية القواعد على ما اعتقد نفس القواعد لكن اختلاف في اللهجة والنطق

انتصار: تمام. لكن هل تعتقد أن استخدام اللغة العربية ساعدك في استيضاح هالامور هادي يعني الاختلاف او التشابه بين اللغتين؟

شادي: اكيدة ساعدنا واجد

انتصار: شادي توا بنتكلموا عن شئ الي هو الانشطة الي كنا نستخدموها في الصف. الي هي زي مانقولوا مثلا القصص القصيرة, المحاكاة لما كنا نطبقوا الادوار على اساس مثلا موظف بنك . على اساس في المستشفى, الاملاء الي كنا نديروا فيها احيانا, اختبارات الاستماع الي كنا احيانا نديروا فيها الكثير من الاشباء الي كنا نديروا فيها. هل تعتقد ان هالانشطة هادي كانت ذات فاعلية شادي؟

شادي: اكيد بالتاكيد كان لها دور فعال بالنسبة لي وباقي الطلبة

انتصار: مثلا شادي؟

شادي: على سبيل المثال تحويل الجملة من العربي الي الانجليزي وايضا عمل هادي ساعدنا في المحادثة مع بعضنا البعض.

انتصار: الي هي؟

شادي: تحويل المحادثة من اللغة العربية الى اللغة الانجليزية

انتصار: قصدك؟ لعب الادوار؟ عفوا الترجمة الفورية؟

شادي: نعم

انتصار: okay تمام شادي شن هي اكثر الانشطة كنت تحبها لما كنا نستخدموا فيها؟ وكنت تلاقي فيها نفسك؟

شادي: المحادثة

انتصار: اما وحدة متاع المحادثة؟ اما بالزبط نشاط للمحادثة؟

شادي: كل انشطة المحادثة

انتصار: يا قصدي كنا نطبقوا في ادوار كنا نتقمصوا في ادوار الشخصيات او لما كنا نسمعوا قصة ونحولوا نحكوا عنها او ايش؟

شادي: الاول لما نطبقوا في الادوار والتانية متاع القصص

انتصار: قصدك هدوم كانوا اقرب الانشطة الي كنت تفضلهم وتميل اليهم؟

شادي: نعم

انتصار: شادي سؤالي حيكون عن ثقتك بنفسك. هل تحس بان ثقتك في نفسك كفاية بان انت تتواصل مع الاخرين؟ بان انت زي مانقولوا تخوض حديث او نقاش مع الاخرين؟

شادي: في الوقت الحالي نقدر نخوض نقاش

انتصار: احساسك في ثقتك وانت تتكلم؟

شادي: نتلكلم لكن ننسى مرة مرة لانى نكون متخوف من حاجة أو هكي

انتصار: اها okay. يعني مازال جانب الثقة في نفسك لما تتكلم مع الاخرين مش مية مية؟

شادي: لا هي من جانب هي مرات تلقيها الثقة موجودة لكن شن الي يصير بعدين تلقى كل الكلام يهرب منك أو حاجة زي هكي

انتصار: okay . شادي هل كنت راضي عن الطريقة الي تمت بيها ادارة الفصل؟ يعني توزيع المهام بين الطلبة؟ طريقة, الوقت الي اعطي لكل طالب في الكلام؟ الانشطة كيف تمت ادارتها؟ هل كنت راضي عن طريقة ادارة الفصل او لا؟

شادي: اكيدة كنت راضي عنها.

انتصار: okay. هل وجدت ان استخدام اللغة العربية كوسيلة تعليمية ساعدك في ان انت تحسن مهارات الكلام عندك في اللغة الانجليزية؟ ومن اي ناحية شادي؟ كيف يعني؟

شادي: ساعدتنا من ناحية اللفظ والكلام ومن ناحية استخدام الجمل ومن ناحية التعبير عن الرائ

انتصار: okay شادي توا نبي نعرف وجهة نظرك في العموم بشكل عام بغض النظر عن الدورة ومن خلال تقييمك للدورة قصدي هل او شن وجهة نظرك في استخدام اللغة العربية في تعليم اللغة الاجليزية او اي لغة اخرى؟ شن وجهة نظرك بشكل عام؟

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شادي: وجهة نظري اللغة العربية مهمة في تعلم اللغات

انتصار: من اي ناحية؟

شادي: من ناحية باعتبارها بالنسبة لي لغتي الام وباعتبارها لغة الاسلام ولغة القران

انتصار: okay قصدي شادي وسؤالي هل تشجع بغض النظر عن اللغة الام بالنسبة لينا نحن كلغة عربية هل تشجع فكرة ان تستخدم اللغة الام متاع اي طالب في انهم يساعدوه لتعلم اي لغة اخري؟ مثلا فلنفترض ان في طالب اللغة الام متاعه الانجليزية ويرغب في تعلم اللغة الفرنسية . هل تعتقد ان استخدام اللغة الانجليزية الي هي اللغة الام بالنسبة لهداك الطالب هل تعتقد انها عامل مساعد او اداة مهمة في ان هي تساعد هداك الطالب في تعلم اللغة الانجليزية؟ الفرنسية عفوا؟

شادي: بالتاكيد عامل فعال في تعلم لغات اخرى لانه بيحول الكلام من الفرنسي للانجليزي . قصدي بيش يبي هو يعرف ضروري يحول الكلمة من الفرنسي للانجليزي وبعدين يلايم يطلع اللفظ متاعهم

انتصار: قصدك انت المعلومة موجودة عند الطالب وكل الي محتاجه هو يتعلم كيف يقولها باللغة الفرنسية او اللغة الي يبي يتعلمها ؟

وعموما السؤال الاخير حيكون شن هو انطباعك العااام عن الدورة ولاي مدة تحس نفسك استفدت منها شادي؟

شادي: انطباعي العام على هذه الدورة كانت دورة ناجحة بمعنى الكلمة واتمني ان تكون في دورات اخرى غير هذه الدورة وفي الحقيقة استفدنا الكثير من هذه الدورة

انتصار: كيف شفت انك استفدت شادي؟

شادي: شفت اني استفدت من ناحية الحديث في الشارع والحديث الان في الجامعات والحديث في المستشفيات والحديث في الهوم افيرز

انتصار: قصدك او اصبحت بمعنى اخر قادر على ان انت تمشي لي هالاماكن وتقضي الغرض متاعك الي انت ماشي ليه

شادي: نعم

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Appendix 8: Transcript of Ahmed's Interview

انتصار: لماذا اخترت المجئ لجنوب افريقيا؟

احمد: جيت لجنوب افريقيا بحكم انها من الخمس الدول الي كنت نبي نمشيلها وتتكلم باللغة الانجليزية ولذلك قررت اني نجي لجنوب افريقيا

انتصار: تمام. احمد متى كانت اول مرة حسيت فيها برغبة في تعلم اللغة الانجليزية؟

احمد: الموقف الي خلاني نرغب في تعلم اللغة الانجليزية في 2008 مشينا لمعرض طرابلس الدولي وكان مجموعة من الحاضرين قريب فوق الخمسين وطبعا كان هو كوري وقعد يتكلم باللغة الانجليزية . فالحاضرين كلهم الي كانوا فوق من الخمسين ماستطاعش حد ان يرد عليه بعدين في بنت صغيرة هي الي طلعت وردت عليه

انتصار: قصدك هداك الموقف؟

احمد: هداك الموقف هو الي خلاني نقرر نتعلم اللغة الانجليزية

انتصار: ممتاز. احمد هل تعتقد ان تعلم اي لغة ثانية مثلا بالنسبة ليك انت اللغة الام هي اللغة العربية . هل تعتقد ان تعلم اي لغة ثانية بغض النظر هل هي اللغة الانجليزية او اللغة الفرنسية هل تعتقد ان هي شئ مهم؟

احمد: بالنسبة ليا انا يعتبر مهم جدا

انتصار: ليش؟

احمد: بالذات اللغة الانجليزية توا هي لغة التواصل ما بين الدول. كيف حنقولها؟ توا لو تبي تتصل باي دولة من الدول , دولة اوروبية , دولة فرنسية

انتصار: قصدك تبي تتواصل؟

احمد: نعم تتواصل communicate قعدت ندور فيها بالعربي

انتصار: okay

احمد: نعم لو تبي تواصل مع جميع الاشخاص في جميع دول العالم ضروري تتعلم اللغة الانجليزية . تبي بدير بزنس ضروري تتعلم اللغة الانجليزية . تبي تتعلم كمبيوتر ضروري تتعلم اللغة الانجليزية . بحكم ان جميع الكلمات وجميع الاشياء الي تبي تستخدمها فيها الانترنت هي موجودة باللغة الانجليزية.

انتصار: متى كانت اول مرة بداءت فعلا في تعلم اللغة الانجليزية؟ بغض النظر عن هداك الموقف لما حسيت برغبة ان انت تتعلم. متى بالفعل بديت في تعلم اللغة الانجليزية؟

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احمد: بديت في تعلم اللغة الانجليزية بعد الموقف هداك قررت اني نتعلم وبنخش في دورات لغة انجليزية.

انتصار: ماتتفكرش بالتحديد متى كانت؟ يعني تقريبا كانت في 2008؟

احمد: نعم كانت في 2008

انتصار: ممتاز. احمد متى كانت اول مرة واجهت فيها اللغة الانجليزية؟ بداءت فيها كدراسة فعلية مثلا؟

احمد: بداءت فيها كدراسة فعلية, بشكل رسمي او بشكل غير رسمي؟

انتصار: الي تحب. متى بداءت بشكل رسمي ومتى بداءت بشكل غير رسمي؟

احمد: بداءت فيها بشكل رسمي في 2010

انتصار: وبشكل غير رسمي؟

احمد: وبشكل غير رسمي في 2008

انتصار: ومن كان اول شخص تعلمت على ايديه اللغة الانجليزية؟ اول استاد؟

احمد: اول استاد كان دكتورة ليبية ومش عارف اسمها بالزبط

انتصار: okay لا مش مشكلة

احمد: نعم دكتورة ليبية

انتصار: كانت في ليبيا او خارج ليبيا؟

احمد: لا كانت في ليبيا

انتصار: okay. انت حكيت عن اهمية تعلم لغة اخرى بغض النظر عن انجليزية فرنسية الي جانب لغتك الام . ولكن هل تعتقد ان حس الانتماء عندك او وطنيتك او عروبيتك او حسك كمواطن في بلدك قد يتاثر او ينتهي في حال تعلمت لغة اخرى غير اللغة الام

احمد: لا

انتصار: ليش؟

احمد: بحكم ان اللغة العربية اول شئ هي لغة القران . وحاجة ثانية صح انا نبي نتعلم اللغة الانجليزية ولكن مانبيش نتخلى عن اللغة العربية.

انتصار: انا سؤالي احمد في حال تعلمت اللغة الانجليزية مثلا وانت حاليا تتعلمها هل تعتقد ان تعلمك هذا للغة الانجليزية انتقص او غير شئ من انتمائك ومن هويتك العربية مثلا؟

احمد: لا ماغيرش

انتصار: احمد شن هي الاسباب الي دفعاتك تشارك في الدورة؟

احمد: اولا احنا كل شخص ليبي محتاج مساعدتنا لازم نوقفوله. هذا شعاري . وحاجة ثانية اني نبي نطور من نفسي ونبي نستخدم vocabulary الي ماستخدمتهاش

انتصار: okay. احمد بالتاكيد لما سمعت عن الدورة تكونت لديك مجموعة توقعات حاجات كنت تتوقعها. لما سمعت عنها اها okay معناها انا بنهاية الدورة نتوقع اني بنحصل كذا وبنكون توصلت الى كذا وكذا. شن هي الاشياء التي توقعتها او خطرت في بالك بمجرد ما رغبت ان انت تشارك في الدورة؟ شن هي الاشياء الي تاملت او كنت تتوقع او كنت ان انت تحصلها في نهاية الدورة؟

احمد: الي كنت نتوقعها في الدورة هي اني حنطور من نفسي من ناحية grammar writing speaking ولكن حسيت نفسي تحسنت كويس بالنسبة speaking

انتصار: تمام هدوم كانوا توقعاتك؟ سؤالي توا انت سبقتني شوي, سؤالي بيكون الي اي مدى تحققت او تجسمت في ارض الواقع التوقعات الي انت كانت عندك قبل ماتبداء الدورة بعد الدورة؟ الدورة حاليا كملت ستة اشهر كان عندك هادي التوقعات قبل مانبدوا بعد ما انتهيتنا من الدورة هل تعتقد ان التوقعات هادي حصلت او لا؟

احمد: لا بالنسبة لي انا نحس فيها حصلت. بحكم انها كانت لينا عامل . عندنا vocabulary لكن عندنا عامل الخوف . كنا معناها نقول تو بنستخدم الكلمة هادي لكن مكانها او مش مكانها ؟ ولكن بعد ماقعدنا نمشوا للدورة اصبحنا نتعلموا بحرية . معناها مانتقيدوش. معناها عارفين في بعض الاحيان كلمتنا مثلا خطا ولكن عارفين الكلمة حتصحح ؟\!. بلاضافة الى قصدي شني . حتى حسينا مافيش خوف بينا وبين الطلبة معناها الي كنا في وسط الفصل . معناها ماتقولش هدا تو بيضحك علي او هدا مثلا بيدير قصدي حسينا كانا عائلة وحدة ونبوا نساعدوا بعضنا البعض مثلا.

انتصار: ممتاز. احمد طبعا انت تعرف ان الدورة كانت الهدف منها هي كانت كجانب عملي لدراسة تهدف الى التحقق من مدى فاعلية استخدام اللغة الام والي هي كانت في حالتنا اللغة العربية في تحسين مهارة الكلام عند الطلبة الي يتعلموا في اللغة الانجليزية. بنسالك خلال الدورة الي استمرت 6 شهور هل تعتقد ان استخدام او وجدت ان استخدام اللغة العربية ساعدك في ان انت تستوضح معاني بعض التعبيرات والتركيبات القواعدية او غيرها؟

احمد: نعم ساعدتني بالنسبة ليا انا. في بعض الاحيان قبل مانخش الدورة اني عارف الجملة شن بنقول لكن تخش كلمة في النص مش عارفها بالانجليزي معناها هادي سببتلنا هادي معناها كيف gap او الفراغ مثلا ولكن بعد قعدنا في الدورة قعدنا قصدي نكملوا مثلا نقولوا مثلا في الجملة بالانجليزي وندخلوا الكلمة مثلا بالعربي عشان الشخص الثاني يقدر يفهمنا . قصدي نقدروا ندخلوا اللغة العربية في اللغة الانجليزية.

انتصار: okay. هل وجدت ايضا ان استخدام اللغة العربية ساعدك في استيضاح معاني بعض المفردات الجديدة الي كانت اول مرة تمر عليك مثلا؟

احمد: ساعدنا قصدي مثلا كلمات هي انجليزية ولكن مش عارفين كيف نقولها مثلا بالانجليزي ولكن لما قعدنا ندخلوا في المفردات العربية مع الكلمات الانجليزية فهمنا ان بعض الكلمات تقدر تستخدمها في الجملة هادي

انتصار: احمد سؤال اخر ايضا متعلق باستخدام اللغة العربية. هل تعتقد ان استخدام اللغة العربية ساعدك في التعبير عن نفسك لما كنت ماتلاقيش العبارات المناسبة او ماتعرفش الكلمات الي المفروض تستخدمها في اللغة الانجليزية. وعلى فكرة احمد ماقصدته باستخدام اللغة العربية مش قصدت بس استخدامي ليها حتى بينكم كطلبة انتم احيانا عند اسيضاح افكار معينة , استيضاح حاجة معينة بيني بينكم كطلبة انا وانتو لما نكونوا مع بعض. فمش قصدي بس لما انا كنت نستخدم فيها , حتى لما كنتوا تستخدموا فيها انتو مع بعض لما تسالوا عن حاجة معينة بيناتكم .

احمد: توا حتى اكثر من مرة هنا في توا كيف بتكلم مع شخص ثاني مرات نتكلم معاه باللغة الانجليزية وتطلع كلمة عربية في النص ونبداء ندور فيها الكلمة هديك ونبي نفهمها للشخص الاخر

انتصار: لكن هل تعتقد لما استخدمناها نحن في الدورة مثلا زي لما نقولوا زي ماقلنا مثلا كنا نسمحوا للطالب او يطلب من الطالب انه يتكلم ويقول كل الجملة الي هو يبي يقولها بالانجليزي ولكن لما يوصل لكلمة معينة مايعرفهاش يقولها بالعربي بحيث انا نحنا نساعدوه في انه يلاقي هالكلمة . هل وجدت بان النشاط هذا الي استخدمناه كان مفيد او لا؟

احمد: لا يعتبر مفيد. مفيد من ناحية انك تلايم ادخل اللغة العربية في اللغة الانجليزية . معناها يصير قصدي مثلا ان الشخص الاخر معناها مثلا مش فاهم كيف يوصلي المعلومة, يلايم يدخل الكلمة هادي بيش يوصلي المعلومة

انتصار: لكن قصدي هل تعتقد انها كانت مفيدة مثلا في انها ساعداك على ان انت مثلا لما قلت فقرة معينة اواستخدمت جملة معينة فيها كلمة معينة بالعربي. هل اعتقدت ان لما سمحنا باستخدام اللغة العربية وبعدين اعطينا معنى الكلمة هديك بالانجليزي . هل تعتقد ان الطريقة هديك ساعدتك في تذكر مثلا في انك تبقى هديك الكلمة دائما تتذكرها بالنسبة ليك لانها حصلت في موقف كذا

احمد: نعم. معروف حتى من غير استخدام اللغة العربية اي كلمة بيصيرلك معاها موقف معاش بتنساها . فمجرد زي ماقلت انا تكلمت باللغة الانجليزية ولكلمة هديك ماعرفتش كيف نقولها بالانجليزي وشخص ثاني ساعدني فيها في الموقف هداك معاش بننساها بالنسبة للكلمة هديك.

انتصار: احمد هل تعتقد ان استخدام اللغة العربية ساعدك في ان انت تميز اوجه الشبه والاختلاف بين اللغة العربية واللغة الانجليزية من ناحية التعبيرات, تركيبات الجمل القواعدية او غيرها؟

احمد: مافهتش قصدك من السؤال.

انتصار: السؤال يقول هل تعتقد ان استخدام اللغة العربية في انا وضحنا الفروقات ساعك في ان انت تميز المجالات الي فيها اوجه شبه واوجه اختلاف بين اللغتين سواء ككلمات او كقواعد اوغيرها؟

احمد: بالنسبة لوجهة نظري هي صح وجهت نقاط الاختلاف ونقاط التشابه ولكن نحس ان اللغة العربية عندها معاني اكثر من اللغة الانجليزية بعض الكلمات ماتلايمش حتى انك ترجمها باللغة الانجليزية

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انتصار: ايه احمد ولكن انا قصدي هل استخدام اللغة العربية بالتحديد في المجال هدا ساعدك ان انت تعرف في وين هالغتين متشابهة , نفس الشئ موجود في اللغتين, وفي وين هاللغتين زي مانقولوا مختلفة, لا في اللغة العربية نتصرفوا ونتعاملوا مع الكلمة بي هالطريقة والقواعد بي هالطريقة وفي اللغة الانجليزية . هل كان استخدامها بالطريق مساعد او لا من هالناحية؟

احمد: لا كانت مساعدة . كانت كيف نقولوا احنا توريك استخدام الفعل والفاعل والمفعول به واستخدام مثلا كيف انقولوا في اللغة الانجليزية object subject , وverb . قصدي ساعدنا ان بعد عرفت انا نقاط الاختلاف كيف نقولوا كل فعل وكيف نستخدم verb ساعدتني قصدي نوفق في استخدام adjective وadverb في اللغة الانجليزية

انتصار: okay. احمد الانشطة الي استخدمناها في الفصل بما فيها القصص الي كنا نسمعوها وكيف كنا نتكلموا بعدها ناقشوها , المواضيع الي كنا نطرحوها للنقاش, المحاكاة الي كنا نديروا فيها للادوار الي كنا نتقمصوا دور ناس في محل او كذا وغيرها , احيانا الاملاء الي كنا نديروا فيها , اختبارات الاستماع الي كنا نديروا فيهم , قصاصا الورق الي كانت تعطالكم ويطلب منكم يا اما كمسابقات بين فريقين ترجموها الى العربي او الى الانجليزي, هل تعتقد ان هذه الانشطة كانت ذات فعالية في الدورة هادي؟

احمد: بالنسبة لي انا الحق كانت اكثر وحدة هي ننسجم معاها هي القصاصة تكون بالعربي وترجمها الي اللغة الانجليزية . الحق هادي نسجمت معاها بشكل كبير جدا.

انتصار: ممتاز. انت سبقتي في سؤال اخر لان هذا كان سؤالي الي بعدها شن هو اكثر نشاط انت كنت تحس معاها بالارتياح؟ ممتاز انت توا جاوبت على السؤال الثاني . لكن سؤالي الان احمد الانشطة هدوم كلهم مع بعضهم هل حسيت انهم كانوا ذوو فاعلية في الدورة هادي او لا؟

احمد: تعتبر ذات فاعلية في الفصل هذا ما نسجمناش في الدورة, الدورة كان ماكانتش متنوعة ومافيهاش انسجام بيصير فيها الملل وانت بروحك مش حتكمل مرات في الدورة. ولكن قصدي بعد في انسجام في الدورة وبرامج متنوعة زي practice وتقمص الادوار او مثلا الترجمة بين العربي والانجليزي والا مثلا moral story , هديم كلهم كانت انشطة والا كلمات جديدة قصدي كلها كانت ذات فاعلية والحق عجبتني بالنسبة لي انا

انتصار: احمد , هل انت راضي عن الطريقة التي تمت بيها ادارة الفصل؟ في كل شئ من انشطة من طريقة توزيع الاوار بين الطلبة , من طريقة شرح الانشطة والدرس او كذا ؟ هل انت راض او لا؟ ولو ماكنتش راض مثلا, شن هو جانب القصور الي انت كنت تعتقد انه كان ممكن يتغطى بطريقة لأفضل؟

احمد: بالنسبة لي انا نشعر بالرضا ولكن حتى لو في تقصير بسيط يكون قصدي ما اثرش ومانحسباش فلما يكون 80% نجاح في الدورة قصدي 20% او 10% تمثل لاشئ بالنسبة لي

انتصار: okay. شن هو الجانب الي انت حسيت لو تعاملنا معاه بطريقة اخرى كان ممكن يكون فعال اكثر؟

احمد: بالنسبة لي انا الحق نشعر بأن كل الحاجات الي درتيهم في الدورة كانت ممتازة بصدق

انتصار: احمد سؤال اخر. هل تشعر انه لما يكون فيه اشخاص وتضطر ان انت تتكلم او تخوض حوار مع هؤلاء الاشخاص هل تشعر انك واثق من نفسك؟

احمد: اذا كنت مش واثق من نفسك مش حتلايم تجري حتى حوار. هادي قصدي من ضمن انت بدير مقابلة او هادي اول حاجة لو انت مش واثق من نفسك ماتلايمش تمشي تحضر حوار او تدير حوار

انتصار: ممتاز . هل تعتقد احمد ان ثقتك في نفسك ليها علاقة باللغة؟

احمد: نعم ليها علاقة باللغة.

انتصار: من اي ناحية؟

احمد: من انك زي ماقلتلك في البداية كان عندنا عامل الخوف . بنقولك مثلا ان مرات عارف الكلمة هادي ولكن استخدامها هل بيكون في مكانها المناسب او مش مناسب؟ ولكن بعد قعدنا قصدي نديروا في practice وقعدنا نديروا في ونستخدموا في الكلمات وقعدنا نتكلموا اكثر اعطتنا مثلا ثقة اكثر وقعدنا مثلا نعطوا حتى ثقة في انفسنا اكثر

انتصار: ممتاز. يعني انت تعتقد ان ثقتك في نفسك مع اي شخص اخر زادت وكانت مرتبطة باحساسك ان لغتك تحسنت ؟

احمد: بالتاكيد

انتصار: تمام. احمد هل وجدت ان دمج اللغة العربية مع غيرها من طرق التدريس الاخرى من الانشطة الاخرى لان مش كل الانشطة كنا ندخلوا فيها في اللغة العربية مثلا لما كانت تعطالكم القصص القصيرة كان يطلب منكم تقولوا الي فهمتوا باللغة الانجليزية , كان احيانا لما محاكاة وتقمص الادوار كان يطلب منكم احيانا ان انتوا تمثلوها فقط باللغة الانجليزية في انشطة كثيرة كان يسمح فيها للطالب فقط باستخدام اللغة الانجليزية يعني الانشطة متنوعة ماكانتش فقط عن اللغة العربية. هل تعتقد ان دمج اللغة العربية كنشاط مع غيرها من طرق التدريس الاخرى كانت عامل مساعد في ان انتوا زي ماتقول او كانت ليها دور فعال في هالدورة؟

احمد: بالطبع اللغة العربية كان ليها دور فعال. قلتك القصة مثلا مرات انا فهمت %50 او %60 ولكن بحكم انه فيه يجي 3 او 4 كلمات مش في نفس السطر ولكن في جمل مختلفة في السطر الاول والسطر الثالث والسطر الرابع ولكن خلتني هالقصة مافهمتهاش كاملة ولكن بعد دخلت اللغة العربية خلتني فهمت القصة كاملة بنسبة %70 او %80

انتصار: okay ممتاز. احمد من اي ناحية تحس ان اللغة العربية ساعدتك على تحسين مهارتك في الكلام في اللغة الانجليزية؟

احمد: من وجهة نظري اغلب الاشخاص الي يقرؤا في القراءن طريقة النطق عندهم احسن من الاخرين

انتصار: okay اتفق معاك تماما احمد ولكن قصدي في الدورة هادي بالتحديد توظيف اللغة العربية , لهجتنا العامية استخدامها في توضيح كذا لاي حد تعتقد ان هي ساعدتك في ان مهارتك في الكلام والانطلاق في اللغة الانجليزية ساعدت في تحسينها يعني؟

احمد: قصدك كيف ساعدتك اللغة العربية في؟

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انتصار: اول حاجة هل تعتقد ن استخدام اللغة العربية زي ما وضفناها في الدورة متاعنا حسن من طريقة كلامك طريقة محادثتك في اللغة الانجليزية او لأ؟

احمد: نعم نحس بعد نلايم نفهم الموضوع نلايم نعبر بطريقتي وكاني مافهمتش الموضوع مانلايمش نعبر حتى باللغة العربية . ولكن بمجرد اني نفهم زي ماقلتلك بكري الموضوع كامل نلايم ندخل حتى الكلمات الانجليزية الي كنت مش فاهمها. ولكن لو مافهمتش الموضوع عن شني يتكلم مانلايمش نعبر حتى باللغة العربية

انتصار: احمد توا بنسالك عن وجهة نظرك في العموم. انت حضرت الدورة الي كانت لمدة 6 اشهر الي تم فيها استخدام اللغة العربية الي جانب انشطة اخرى. هل تعتقد ان استخدام اللغة الام لاي طالب , بعض الطلبة قد تكون لغتهم الام الانجليزية وهو يرغب في تعلم اللغة الفرنسية مثلا؟ هل تعتقد في هالحالة من المهم استخدام اللغة الانجليزية لذاك الطالب والي تعتبر لغته الام ويرغب في تعلم الفرنسية , هل تعتقد ان استخدام اللغة الانجليزية حيكون عامل مساعد في انه يساعد هالطالب يتعلم اللغة الفرنسية مثلا؟ زي ما صار في حالتكم انتم استخدمنا اللغة العربية عشان نحسنوا من اللغة

احمد: انا لاحظت ان هادي حتى هنا في جنوب افريقيا قصدي في بعض الاحيان لاحضتها في تونس وهنا في جنوب افريقيا يكلمك فرنسي ويدخلك مرات كلمة عربية وهنا نفس البرنامج مرات في الفصل معاي يتكلم لغة انجليزية وبعدين يدخل افريكانس . معناها اعتقد ان دمج اللغات في بعضها نعتبره مهم جدا في حال لو كنت, كيف بنوصل المعلومة لو انا مافهمتش الموضوع؟ ولكن بمجرد ماندخل كلمة يبقى حتى الحديث يستمر بيني وبينك والتواصل مستمر . ولكن لو التواصل بيني وبينك نقولوا نحنا مبتور معناها حنقعمز معاك ممكن 10 دقائق او ربع ساعة وبعدين الحديث حينقطع بحكم ان وسيلة الاتصال بيني وبينك ما كانتش جيدة. حاجة ثانية نحن نقول مثلا عندنا الصم والبكم في حال انت تقعمز معاهم, انت عندك مفردات وحدة او اثنين وتلايم تستخدمها معاهم لكن لو انك انت معناها مثلا انت مافهمتاش كويس بيصيرلك فيها الملل.

انتصار: okay. تمام . احمد سؤالي الاخير . ماهو انطباعك العام عن هذه الدورة وعن مدى الاستفادة التى حصلت عليها من هذه الدورة لو كنت تعتقد انه حصل فعلا استفادة؟

احمد: نعم بالنسبة لي نقول انه حصل استفادة. حصلت استفادة قصدي في بعض الكلمات انا كنت نعرفها ولكن مش واثق ان يكون استخدامها في الطريقة هادي مثلا . كنت بعض الكلمات اني مثلا مش عارفها بكل, قصدي في بعض ,استفدت حتى مثلا كيف نرتب معناها مثلا الموضوع , كيف ندير مثلا introduction وكيف ندير body وكيف ندير مثلا conclusion . بالاضافة انه مثلا حصلت فرصة اني نعطي في سكلبريني قعدت نستخدم في الدروس هادي, كيفية الترتيب كيف ندير موضوع كيف ندير الموضوع الداخلي كيف ندير خاتمة للموضوع وكيف معناها نعطي على سبيل المثال moral story من الدرس ,من الدروس الي اعطيتيهم لينا

انتصار: okay. يعني اجمالا انطباعك العام هل هو ايجابي او نوعا ما او سلبي؟

احمد: لا بمجرد قلتلك ما انا حصلت هادي تعتبر ايجابي بالنسبة ليا انا , لان انا بمجرد ماقلتلك ماعنديش طبعا عملي كله موضف ماعمريش اشتغلت مثلا في التدريس , ولكن بمجرد حضرت معاك وبعدين حصلت فرصة في سكلبريني وكيف نعطي حصص مع المدرسين للطلبة المبتدئين معناها صارت عندي خلفية وكونت خلفية من الدروس الي كنت تعطيلنا فيها انت ونستستخدمهم مثلا مع الطلبة هادو, وكيف معناها نعطي الدرس وكيف مثلا نعطي moral sory من الدرس هدا

Appendix 9: Transcript of Hadeel's Interview

انتصار: لماذا اخترتي المجئ لجنوب افريقيا هديل؟

هديل: والله تعتبر تعتبير جنوب افريقيا من الدول المتقدمة فلما بعثنا الايميلات من ناحية القبول تسنى لنا وجدنا القبول لنا

انتصار: okay. متى كانت اول مرة هديل احسستي فيها برغبة في تعلم اللغة الانجليزية؟

هديل: والله في 2010

انتصار: ليش؟

هديل: باعتباري انا لما راسلنا وحصلنا القبول من هنا فحيكون من الافضل اني نتعلم اللغة قبل ما نجي

انتصار: فهل نقدروا نقولوا ان الدافع كان اختيار او اجبار؟

هديل: لا هي اختيار. بس هي من ناحية دراستها بداية الدراسة كانت في المرحلة الاعدادية يعني

انتصار: okay لا انا قصدي اول مرة رغبتي فيها انت؟

هديل: نعم في 2010

انتصار: okay واول مرة في الاعدادي كانت تلك اول مرة تعلمتي فيها اللغة الاجليزية؟

هديل: بالزبط

انتصار: okay تمام. ومن كان اول شخص تعلمتي على ايديه اللغة الانجليزية هديل؟

هديل: والله هما 3 اساتدة . كانوا ليبيين الجنسية. الي هما يونس ونيس المرتجع, سليمان فصكول ونبيل الجلاب.

انتصار: okay تمام. هديل هل تعتقدي بان تعلم اي لغة اخرى من غير العربية الي هي بالنسبة ليك لغتك الام شئ مهم؟

هديل: بالرسمي . شئ مهم

انتصار: ليش؟

هديل: لانه يتواكب مع العصر باعتبارها اصبحت اللغات تعلمها امر في غاية الاهمية من حيث التنقل والتعلم والتحدث مع الناس الاخرين.

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انتصار: التواصل قصدك. okay. تمام. هديل حكيتي انها شئ مهم, حاليا تعلمتي اللغة الانجليزية ولكن هل تعتقدي ان تعلم لغة اخرى من غير لغتك الام الي هي اللغة العربية أثر او ياثر او يعدم احساسك بيي او يقلل او زي مانقولوا يخليه يطرب احساسك بالانتماء او هويتك الاصلية؟

هديل: لالا مابعتقد . مابعدتقدش انه يحدث شئ من هذا باعتبارها لغتي الام يعني ثابتة ولا تتغير بس تعلمك للغات الثانية هذا يرجع ليك انت حتى تتعاملي في المستقبل من ناحية المحادثة والكلام بس لاغير

انتصار: طيب لكن انا قصدي

هديل: لكن ثوابت اللغة الام ثابتة لا تتغير

انتصار: لا بغض النظر عن ثوابت اللغة. انا نقصد عن الانتماء

هديل: نعم الانتماء مش حيتغير. من اي ناحية؟ مش حيتغير

انتصار: يعني ؟

هديل: يعني بالمعنى الاحرى يعني لا يؤثر تعلم اللغات الاخرى على ثوابت اللغة الاصلية.

انتصار: okay. يعني انتمائك كمواطنة عربية ليبية ماتاثرش لما تعلمتي لغة اخرى؟

هديل: لا

انتصار: هديل ماهي الاسباب التي دفعتك للاشتراك في هذه الدورة؟

هديل: والله الاسباب كانت واضحة طبعا هي زيادة من ناحية التحسن في المحادثة في اللغة الانجليزية اكثر شئ وسرعة وفهم الشخص المواجه من ناحية التكلم والتحدث يعني.

انتصار: okay. شني هي توقعاتك لما سمعتى عن الدورة هديل اول مرة؟ وسمعتي عن التوجه متاع الدورة وان تركيزها حيكون عن speaking؟ اكيد تكونت لديك مجموعة توقعات اشياء توقعتيها وقلتي انا لما بتنتهي الدورة معناها حنحصل كدا وكدا. شن هي توقعاتك كانت؟

هديل: توقعاتي هي اني انا نتكلم مانقولوش مية في المية ولكن نتكلم بطلاقة وحد انه هو يفهمني بسرعة.

انتصار: okay. دخلتي الدورة من شهر يناير الى شهر يونيو , الى اي مدي تحققت توقعاتك هديل؟

هديل: والله نقدر نقول 80%

انتصار: 80%

هديل: ايه 80% فما فوق باعتبار في تحسن واضح وكبير جدا من ناحية كيف من بداية الوصول الى غاية الان وكيف التحدث داخل المؤسسات العامة وداخل الجامعات , داخل المستشفيات, داخل الادارات الحكومية, كان واضح جدا. والشخص المقابل كان يفهم بسهولة, يفهم ويرد يعني.

انتصار: ممتاز. قصدك كان حتى تواصلك مع الاخرين تحسن؟

هديل : كان في تحسن

انتصار: okay. هديل زي ماقلنا كانت الدورة صلبها هي التحقق من مدى فاعلية استخدام اللغة العربية كوسيلة تعليمية الى جانب غيرها من الانشطة الاخرى. لما استخدمنا اللغة العربية, هل وجدتي في استخدام اللغة العربية هديل عامل مساعد في ان انت وضحلك معاني بعض التعبيرات والتركيبات في اللغة العربية واللغة الانجليزية؟

هديل : yes كان فيه باعتبار انه حاجة اساسية يعني لما الواحد بيكون ماهياش لغته لكن لما بيترجمها للغة الام كانت اسهل يعني بتترجم وبنحولها للغة العربية مثلا . حتى بعض الكلمات كانت لي اسهل ومش حتنتسى يعني لما بنترجمها

انتصار: لانها

هديل : ايه ارتبطت مع بعض

انتصار: okay تمام. هديل سؤال اخر برضوا ليه علاقة في استخدام اللغة العربية. الي هو هل كانت فعلا مفيدة في تحديد او توضيح معاني بعض المفردات الجديدة بالنسبة ليك؟

هديل: بالرسمي, كانت ولازالت ان هي تكون مهمة في تحديد معاني بعض الكلمات يعني الصعبة بالنسبة لي انا

انتصار: هديل نرجع نقولك ان استخدام اللغة مش بس انا لما كنت نستخدم فيها معاكم, حتى لما كنتوا انتومع بعض تستخدموا فيها كطلبة تستوضحوا بيها في معاني بعض الاشياء. هدا الي سالتك عنه عن دور اللغة العربية انا كنت نقصد بيه استخدامها في كل شئ.

هديل: في كل شئ

انتصار: okay. استخدام اللغة العربية هديل هل كان مساعد بالنسبة ليك في الاوقات الي كنت تعجزي فيها عن ان انت تعبري عن نفسك باللغة الانجليزية؟

هديل: بالرسمي كانت عامل مساعد اللغة العربية وخصوصا في الاوقات التي لا استطيع فيها ان اترجم بعض الكلمات او بعض الجملة الانجليزية , فمضطرة اني نرجع لترجمتها باللغة العربية حتى يتسنى لي فهمها من ثم خلاص يعني

انتصار : وهل ساعدتك على تمييز اوجه الشبه والاختلاف بين اللغتين هديل؟

هديل: بالرسمي فيه اوجه

انتصار: مثلا؟

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هديل: حاجات بسيطة لان اللغة الانجليزية عميقة من وجهة نظري وبعض الكلمات بتلقي ليها عدة معاني لما بتدخل في الجمل يتغير معناها الي معنى ثاني فتضطر انك ترسي على قاعدة سليمة من ناحية ترجمتها لغويا للغة العربية

انتصار: هديل توا حنسالك عن كل النشاطات الي استخدمت في الفصل, كلها بما فيها القصص الي كنا نسمعوا فيها وبعدين ناقشوا , بمافيها المواضيع الي كنا احيانا نطرحوها للنقاش زي education وsocialising , المحاكاة الي كنا نديروا فيها وتقمص الادوار, قصاصات الورق الي كان يطلب منكم ترجمتها , كل هالانشطة واختبارات الاستماع والمسابقات الي كنا اديروا فيها, كل هالانشطة مع بعض هل تعتقدي انها كانت دات فاعلية؟

هديل: بالرسمي كانت دات فاعلية باعتبار ان اي شئ تبي تتعلمه لازم يكون فيه نوع من النشاطات . والنشاط هذا يحفز على الفهم والادراك بسرعة مش زي لما تعطي مادة بدون انشطة او فاعليات بداخلها.

انتصار: يعني انت راضية عن الانشطة؟

هديل: بالرسمي , بكل تاكيد

انتصار: باهي شن هو اكثر نشاط لما كان يستخدم داخل الفصل كنت تحسي معاه بالارتياح؟ ترتاحي اكثر لما نستخدموا في هداك النشاط؟

هديل: اكثر شئ كان عندما بنجسد الادوار , لما بتجسدي الدور وتحوليه للغة العربية والانجليزية كان حلو بصراحة ,فهدا كان اكثر حاجة تعجبني

انتصار: okay. هديل هل تشعري بثقة لما تتواصلي مع الاخرين؟ ولما يكون في حوار او نقاش هل تشعري بان انت عندك ثقة ان انت تشاركي في هالحوار؟

هديل: بالرسمي, الان استطيع.

انتصار: okay. ليش قلتي الان استطيع هديل؟

هديل: ايه لان بعد الدورة استفدنا واجد الحق , اصبحنا ذوي ثقة بصراحة اكثر من قبل. قبل كانت في رهبة وخوف وكلام هكي ماهوش معزز بالزبط ولكن الان قصدي يتسنى لي.

انتصار: هديل هل نفهم من كلامك ان ثقتك هادي بنفسك ان انت تتواصلي مع الاخرين وتخوضي حوارات او نقاشات ليها علاقة بتحسن جانب الغة عندك؟

هديل: ايه بالرسمي. هما شيئين مرتبطين ببعض

انتصار: هديل هل كنت راضية عن طريقة ادارةالفصل؟ في كل شئ؟ في كيفية اعطاء المدرسة وشرحها للدرس؟ في كيفية تنسيق ,توزيع الادوار بين الطلبة؟ في الانشطة الي اختيرت؟ هل كنت راضية عن المحاضرة ,عن الدروس؟

هديل: الحمد لله كل الرضا والكمال لله. والحمد لله يعني ان هي بصراحة يعني تنسيقها وتوزيعها ممتاز جدا

انتصار: okay. هل تعتقدي في شئ معين تعتقدي لو ادير بطريقة معينة غير هالطريقة كان حيكون ذو فاعلية اكثر؟

هديل: حاجة وحدة بس الي هي زيادة الزمن

انتصار: من اي ناحية؟ في اما زيادة الزمن؟ هل زمن الساعات في اليوم او زمن الدورة كلها؟

هديل: لا زمن الساعات في اليوم

انتصار: قصدك 3 ساعات عفوا, ساعة ونصف ماكانتش كفايه؟

هديل: نعم ساعة ونصف ماكانتش كفاية. هدا بس يعني

انتصار: اوكى تمام. هديل هل وجدتي دمج اللغة العربية كنشاط مع غيرها من الانشطة الي كانت تستخدم , في احيان ماكانش يسمح ليكم باستخدام اللغة العربية , هل تعتقي ان هي كانت عامل مساعد؟

هديل: اللغة؟

انتصار: اللغة العربية نعم؟

هديل: ايه كانت عامل مساعد ومساعد كبير جدا الصراحة بالنسبة لي انا في فهم اللغة الانجليزية

انتصار: لو تزيدي توضحيلي اكثر شوي هديل؟

هديل: ايه من ناحية اني مرات بكون داخل الفصل و خاصة الان لاني نكتب في البحث وكذا , في بعض الامور وخصوصا لما تكون مش فاهمتها انا فلازم نحولها ومضطرة اني نحولها للغة العربية حتى يتسنى لي فهمها

انتصار: okay تمام. هديل ماهي وجهة نظرك في العموم, انت حاليا دخلتي دورة لمدة 6 شهور استخدمت فيه اللغة العربية الي جانب غيرها من الوسائل التعليمية الاخرى, طرق التدريس الاخرى عشان تحسن مهارات الكلام عند الطلبة الناطقين باللغة العربية. طبعا مهارات الكلام باللغة الانجليزية. وجهة نظرك بشكل عام هل من خلال تجربتك تعتقدي انها من المفروض تدرج اللغة العربية كنشاط اساسي في اي دورة لتعليم اللغة الانجليزية او مادا؟

هديل: والله من وجهة نظري انا المفروض , بالنسبة لدمج اللغة العربية او ضعها داخل من ضمن برامج تعليم اللغة الانجليزية بالنسبة للطلبة العرب بالنسبة للطلبة الي تتحدث باللغة العربية عامل اساسي

انتصار: okay انت قلتي ضروري هديل, ليش ضروري؟

هديل: ضروري باعتبارها لغتي الام وانا بتعلم لغة ثانية فا مؤكد اني حنرجع للغتي في ترجمة بعض الكلمات

انتصار. تمام. هديل سؤالي الاخير. ماهو انطباعك العام عن الدورة ؟ وعن مدى الاستفادة الي حصلتي عليها ادا كنت شفتي انه فيه استفادة من هذه الدورة؟

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هديل: والله صراحة كانت ممتازة , التوقيت ممتاز مدتها ستة اشهر وتعتبر لا باس بها ولايخفى الامر ان احنا اسفدنا واجد خصوصا بالنسبة لي انا بصراحة استفدنا. والشكر الجزيل للابلة انتصار بصراحة

انتصار: بارك الله فيك. سؤال اخر هديل, هل سمعتي تعليق من اي حد مثلا كنت تتواصلي معاه مثلا عشان نقولوا ان هو يكون تقييم من حد اخر غير تقييمك انت لنفسك؟ اكيد تقييمك انت لنفسك هو الاهم ولكن هل سمعتي انت قلتي ان انت زي مانقولوا حاليا تشتغلي على مشروعك معناها المفروض يكون عندك مشرف او مشرفين يكون عندك زملائك , اصدقائك, اشخاص تتواصلي معاهم, هل سمعتي تعليق من اي حد منهم يقولك ان مثلا حاسين انه في شئ اختلف معاك هديل؟

هديل: بالرسمي وبدون جدال. اول شئ هي المشرفة, اول مقابلات ليا معاها كانت انها تجيبلي في طالب من السودان عشان يترجملي بعض الاشياء , بس في غضون شهر والحمد لله كان فيه تحسن والان خلاص لا مترجم ولا مساعد بس وجها لوجه انا واياها . كانت مستغربة كيف كنت وكيف اصبحتي هديل الان

Appendix 10: Transcript of Fatima's Interview

انتصار: ليش لماذا اخترتي المجئ لجنوب افريقيا فاطمة؟

فاطمة: لان زوجي عنده دراسة هنا.

انتصار: انت فقط جيتي بناء على ارادة او لان زوجك جاي فاطمة

فاطمة: نعم

انتصار: اوكى, فاطمة متى كانت اول مرة احيسستي فيها برغبة في تعلم اللغة الانجليزية؟ مش تعلمت احسستي برغبة في تعلم اللغة الانجليزية؟

فاطمة: منذ مجيئ الي جنوب افريقيا.

انتصار: يعني من 2014. okay هداك كانت الرغبة , متى كانت ظهرت لديك الرغبة وحسيتي انه كانت عندك رغبة تتعلمي اللغة الانجليزية. ولكن متى بديتي في تعلم اللغة الانجليزية؟

فاطمة: من لما كان عمري 14 سنة. كنا ناخدوا فيها كمادة في المدرسة يعني

انتصار: okay

فاطمة: وكملت الدراسة وبعدين بديت يها مرة تانية لما جيت لجنوب افريقيا. فبديت نقراء في مدارس تعليم اللغة

انتصار: okay, من كان اول شخص تعلمتي على ايديه اللغة الانجليزية؟

فاطمة: الاستاد ليبي الجنسية ابراهيم عماش

انتصار: في ليبيا او في خارج ليبيا؟

فاطمة: لا في ليبيا

انتصار: okay, فاطمة هل ؟ معناها اول مرة واجهتي اللغة الانجليزية كانت لما كنت في المرحلة الابتدائية او الاعدادية؟

فاطمة : الاعدادية

انتصار: okay, هل تعتقدي ان تعلم لغة اخرى غير لغتك الام الي هي اللغة العربية في وضعك انت, هل تعتقدي اي لغة هل تعتقدي انها شئ مهم؟

فاطمة: اكيد

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انتصار: ليش اكيد؟

فاطمة: زي مثلا اللغة الانجليزية الي توا نتعلم فيها لان هي لغة العالم . قصدي اي مكان تمشيلها ضروري انك تستخدمي اللغة الانجليزية حتى في الدول العربية مش غير الدول الاجنبية بس. فهي شئ مهم عندي

انتصار: لانك تحسي من كلامك انها اصبحت

فاطمة: لغة العالم

انتصار: okay, فاطمة قلتي انها تعتبر شئ مهم, وقلتي في حالتك انك تتعلمي في اللغة الانجليزية, okay, ولغتك الاصل هي اللغة العربية, فاطمة هل تعتقدي ان هويتك العربية تاثرت, نقصت, اضمحلت, تلاشت لما تعلمتي لغة ثانية؟

فاطمة: لا

انتصار: ليش؟

فاطمة: ماليش علاقة اصلا , انك تتعلمي اللغة شئ وانك تحتفظي بهويتك شئ ثاني.

انتصار: okay, يعني بالنسبة ليك شيئين مختلفين

فاطمة: مختلفين طبعا

انتصار: ومن وجهة نظرك هما مايتضاربوش مع بعض؟

فاطمة: لا

انتصار: okay, فاطمة سمعتي عن الدورة ورغبتي في ان انت تشاركي فيها ماهو السبب الي خلاك تشاركي في الدورة؟

فاطمة: اول شئ كان دعم لاختنا انتصار لانها كانت تبي طلبة على خاطر المشروع متاعها, وثاني شئ على خاطر نفسي نبي نستفيد ونتعلم خاصة انها هي كانت ليبية يعني توقعت اني انا مش حنفهم معلومة مش رح تكون صعبة كيف توصلي المعلومة باعتبار انها تتكلم معاي نفس اللهجة. فانا فرحت بيها الحاجة هادي

انتصار: ممتاز, فاطمة اكيد زي ماقلتلك سمعتي عن الدورة وسمعتي عن الحاجة الي تركز عليها الدورة ورغبتي في ان انت تشاركي. طبعا لما انت رغبتي في ان انت تشاركي, كان عندك شئ توقعتيه, قلتي اه لما حنشارك في الدورة ممكن حنحصل كدا وكدا. شني هي الاشياء الي توقعتيها قبل ماتبدي الدورة؟

فاطمة: توقعت مش رح نلقى صعوبة في التعامل مع الاستادة الي هي بتعطيني لانها ليبية زيني. وثاني شئ اي مصطلح او اي كلمة يعني مش رح مش رح نلاقي صعوبة معاها.

انتصار: هدا فيما يخص الدورة نفسها؟

فاطمة: ايه

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انتصار: انت قبل ماتبدي فاطمة, قصدي من السؤال كان okay انا بندخل دورة لمدة بعد الستة شهور من الدورة هادي المفروض نكون كدا وكدا. شن هي الاشياء الي توقعتي نفسك تحصلي عليها ؟

فاطمة: نتكلم بسرعة اكبر من قبل وفعلا قعدت نتكلم بسرعة اكثر من قبل ونفهم في الناس اكثر من قبل وحتى الناس بدت تفهم في اكثر من قبل . فهادي حاجات كنت توقعها وصارت معاي يعني

انتصار: خديتي مني جزء من السؤال الي يقول لاي مدي تحققت هده التوقعات يعني انت شايفة ان الي توقعتيه قبل ماتبدي في الدورة حصل؟

فاطمة: نعم

انتصار: okay, شن الي خلاك تقولي انه حصل؟

فاطمة: عندي صديقتي المانية من قبل مانكمل الدورة لاحظت علي اني رحت احسن من قبل

انتصار: okay, وشن هي وسيلة التواصل بينك وبين صديقتك الالمانية هادي؟

فاطمة: اللغة

انتصار: اللغة شني؟

فاطمة: اللغة الانجليزية

انتصار: okay, يعني انت ماتتكلميش الالمانية؟

فاطمة: لا

انتصار: okay, طريقة التواصل بيناتكم كانت اللغة الانجليزية وصديقتك عبرت عن انه

فاطمة: ايه احسن ونفهم فيها بسرعة وهي تفهم في بسرعةاكثر من قبل

انتصار: okay, فاطمة طبعا الدورة ماعنا كانت عن استخدام او توظيف اللغة العربية الي جانب غيرها من طرق التدريس الاخرى في تحسين مهارة التحدث في اللغة الانجليزية لدى الطلبة, هل وجدتي ان استخدام اللغة العربية ساعدك في ان انت تستوضحي وتفهمي معاني بعض التعبيرات او التركيبات في اللغة الانجليزية ؟

فاطمة: اكيدة ساعدتني هلبة. يعني لما واحد من الطلبة او الابلة تقول مصطلح انا مش مار علي او مار على ومش فاهماته اول مانسال وبترجملي نفهم على طول يعني . طبيعي

انتصار: okay, و فيما يخص استخدامها توضيح معاني بعض المفردات الجديدة الي اول مرة تسمعيها مثلا؟

فاطمة: يعني مصطلح يكون جديد عليك, مثلا انت بتسالي لانك مافهمتش معني الكلمة هديك يقولوها ليك بالعربي خلاص بتوصلك المعلومة.

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انتصار: okay تمام, يعني انت تعتقدي لما يوضح معني الكلمة باللغة العربية مفردة جديدة, هل في فرق بينها وبين مثلا ان نوضحلك معناها المفردة الجديدة باستخدام اللغة الانجليزية؟ قصدي نحاول نشرحه ليك بس باللغة الانجليزية بس؟

فاطمة: لا هكي صعب شوي , مرات حتى تشرحيه ليا باللغة الانجليزية يطلعلي مفرد تاني انا مش فاهماته , لكن لما يكون باللغة العربية قصدي شن معنى الكلمة هادي خلاص توصل المعلومة, لكن لما بيشرحوها ليك باللغة الانجليزية قصدي يطلعلك مرات مصطلحين ثلاثة انت اصلا مش فاهمتيهم , يعني بيزيد الطين بله

انتصار: okay , فاطمة هل تعتقدي ان استخدام اللغة العربية ساعدك في ان انت تعبري عن نفسك وعن الافكار الي في بالك لما تكوني مش قادرة تعبري عن نفسك باللغة العربية؟

فاطمة: باللغة الانجليزية قصدك؟

انتصار: ايه عفوا لما تكوني مش قادرة تعبري عن نفسك باللغة الانجليزية؟

فاطمة: ساعدني هلبة.

انتصار: مثلا؟

فاطمة: مثلا ان نبي نقول كيف نقول كلمة هكي, مثلا نقول الكلام الي نقدر نقوله بالانجليزي والكلمة الي مانعرفش كيف نقولها بالانجليزي نقولها مثلا بالعربي, انا مش فاهمة معناها مرات بالانجليزي شن تعني , نقولها بالعربي خلاص يساعدوني الطلبة والا تساعدني الابلة الي معاي في الفصل تقولي شن هي

انتصار: وشن اهميتها الحاجة هادي بالنسبة ليك؟

فاطمة: مهمة

انتصار: من اي ناحية؟

فاطمة: عشان نفهم كيف نتكلم.

انتصار: باهي, هل تعتقدي مثلا مثلا لما تقولي كل الجملة باللغة الانجليزية مثلا وتجي لفقرة او كلمة او الكلمتين الي انت مااتعرفيهمش باللغة الانجليزية وتقوليهم بالعربي سواءا ساعداتك الاستادة او ساعدوك زمايلك فيها, باهي شن اهميته الموقف هداك بالنسبة ليك؟ او استخدام اللغة العربية في هديك اللحظة؟

فاطمة: كيف شن اهميته؟ قصدي انا مش قادرة كيف نوصل المعلومة ومش قادرة نقول كلمة

انتصار: okay, باهي انت خديتيها المعلومة هداك الوقت

فاطمة: مهمة خلاص اصبحت حاجة حاجة ليا مهمة

انتصار: okay, هل تعتقدي انها قصدي هل تعتقدي ان استخدامها بهالطريقة حتخليها زي مانقولولاااا

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فاطمة: ماننساهاش قصدك على الكلمة والا لا؟

انتصار: نعم

فاطمة: ايه معاش ننساها, لان صار فيها موقف, يعني انا تكلمت وقلت نبي مثلا كدا كدا مثلا وصلت للكلمة انا مانعرفش نقولها مثلا سميتها لي الابلة او زميلي الي معاي خلاص معاش ننساها الحاجة هادي , في دماغي خلاص بتقعد

انتصار: نتفكر فاطمة كان فيه موقف تكلمتي فيه عن الخياط

فاطمة: نعم , فانا كنت نسال كيف بنقوله بني نقص الجلباب متاعي , فالابلة شرحتلي كيف بنقولها انا. انا ممكن ماقلتهاش بنفس الطريقة الي قالتها لي هي بالزبط ولكن يعني الكلمات الي قالتهم ليا انا شديتهم وعرفت كيف نوصله المعلومة , ولما كملت قلتلها انت فهمتني قالي ايه فهمتك.

انتصار: okay, وتحسي نفسك ان انت قادرة خلاص والكلمات هدوم ماعديتش حتنسيهم

فاطمة: وحنقدر نستخدمهم

انتصار: okay, فاطمة استخدام اللغة العربية هل شفتي فيه انه شئ مهم او ساعدك في , بغض النظر عن كونه مهم او لا, ساعدك ان هو وضحلك اوجه الشبه والاختلاف بين اللغة العربية وبين اللغة الانجليزية؟

فاطمة : اكيد

انتصار: كيف؟

فاطمة: القواعد مثلا, القواعد انا من وجهة نظري تختلف قواعد اللغة العربية عن اللغة الانجليزية, مش في كل شئ ولكن في اختلاف. مثلا اكثر شئ القواعد انا ركزت عليها.

انتصار: okay, يعني انت تعتقدي ان استخدام اللغة العربية كان مساعد ليك بالتحديد في القواعد بين اللغتين؟

فاطمة: نعم

انتصار: فاطمة: كان في عندنا مجموعة نشاطات في الدورة في الحصة, استخدمنا فيها القصص القصيرة وناقشنا شن الحكمة منها , وكان عندنا نطرحوا في مواضيع للناقش وناقشوا فيها ك group discussion , كان عندنا قصاصات الورق كمسابقة كلمات وجمل بالعربي تترجم الي الانجليزي او انجليزي تترجم الي عربي , كان عندنا اختبارات السماع, كان عندنا انشطة غيرها كثير , كان عندنا المحاكة وتقمص الادوار, هل تعتقدي ان الانشطة هادي كلها كان ليها دور وكانت دات فاعلية؟

فاطمة: اكيد, قصدي تخيلي روحك وانت تقوم بدور يعني , فاكيد مش حتنسي الحاجات الي درتهم في فيه الدور هدا. وحاجة ثانية تبقى الحصة كلها مش مملة الابلة تعطي وانت تسمع, قصدي هدا روتين ممل شوي في glass, لكن لما انت تقعد وتقعد ادير وتتكلم حتى انت هادي حاجة تشجعك تشجعك عالكلام وفي نفس الوقت الدرس يمشي وماتحسش بيه, مش مملل

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انتصار: باهي, في ضوء كل هالانشطة الي كانت تستخدم , شن هي احب الانشطة الي كنت تشعري بالراحة اكثر لما نبدوا نستخدموا فيه؟

فاطمة: مثلا زييي لما كنا ناخدوا في قصاصات الورق مثلا وترجمي الجملة من العربية للانجليزية او العكس, هادي اكثر شئ كنت نحبها في الكلاس

انتصار: okay, تمام, فاطمة هل تحسي بانه عندك ثقة في نفسك لما تلاقي مجموعة اشخاص او لما يكون فيه نقاش او حوار ان انت تخوضي معاهم الحوار وتتناقشي معاهم

فاطمة: ايه عادي حتى اللغة متاعي مازال مش مية مية ولكن عادي نتكلم

انتصار: اوكى, انت واثقة في نفسك, هل تعتقدي ان ثقتك في نفسك ليها علاقة في مستوى اللغة متاعك ؟

فاطمة: انا مستوي اللغة متاعي مازال مش مية مية ولكن نتكلم عادي , حتى عارفة ان في مصطلحات نقول فيهم غلط او الجملة بطريقة مش كويسة لكن عادي نتكلم

انتصار: okay, ممتاز, معناها شئ اخر تحسن هو تثقتك في نفسك وعدم الخوف من الوقوع في الاخطاء؟

فاطمة: عادي

انتصار: ليش؟

فاطمة: هي اولا لغة مش لغتي وبطبيعة الحال بنتكلمها مكسرة (قصدي عادي

انتصار: سؤال اخر فاطمة, قلتي ان ثقتك وماعدتيش تخافي, هل كانت عندك نفس الثقة قبل ماتبدي في الدورة؟

فاطمة: لا, قبل ما نبدا نقراء كنت نخاف حتى اني نطلع بروحي, فلما بديت في مدرسة لغة اول اسبوع كنت مانتكلمش حتى التيتشر لما تسالني مانجاوبش , وحتى سؤال نبقى عارفة شن معناها مانجاوبش عليها, بس يس و نو ونبداء خايفة , مرتبكة يعني اول مرة لاني. بعدين خلاص يمكن الشهر الاول وبعدين قعدت نتكلم وعارفة اني نتكلم غلط وعادي نتكلم

انتصار: ممتاز, فاطمة هل انت راضية عن الطريقة الي تمت بيها ادارة الفصل ؟ من طريقة زي مانقولوا توزيع الادوار بين الطلبة والوقت الي يعطى لكل طالب وقداش يتكلم , طريقة شرح الاستادة للحصة وكل شئ؟

فاطمة: هو الكمال لله وحده ولكن كل الرضا

انتصار: هل في جانب معين تعتقدي انه لو ادير بطريقة معينة او وظف بطريقة اخرى كان ممكن يكون ليه فاعلية اكثر

فاطمة: لا , انا كله عجبني وكنت راضية عليه يعني بجد

انتصار: اوكى, فاطمة حكينا عن انه كان صلب الموضوع هو هو التحقق من مدى فاعلية اللغة الام في تحسين اللغة الاخرى او اللغة المتعلمة عند الطالب والي هي بالنسبة ليكم اللغة الانجليزية ,ومهارة الكلام. هل تعتقدي ان دمج اللغة العربية مثلا في منهج زي هكي , هل حيكون عامل مساعد بالنسبة للطلبة المتعلمين او لا؟ ليش؟

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فاطمة: يعني الطلبة لما يجوا بيتعلموا لغة, واللغة الاساسية متاعهم الام هي اللغة العربية مثلا علي سبيل المثال مرات في طلبة ماعندهمش فكرة اساسا عن اللغة الانجليزية , فانت لما تجي مثلا وتحطيلها ابلة او تحطيله منهج مافيشي ولا كلمة عربي, انا اول ماجيت لجنوب افريقيا انصدمت كيف مافيش ولا كلمة باللغة العربية مكتوبة قصدي كنت خايفة كيف بنتعامل فلما يكون في ترجمة في مثلا تساعد الطالب خاصة الجدد, ممكن الطالب بعد مستويين ثلاثة خلاص معاش يهتم بالترجمة هلبة , لكن في البداية بالاخص يعني عادي المفروض يساعدوا الطلبة بالترجمة .

انتصار: okay, يعني انا لو نسالك ونقولك شن هي وجهة نظرك في اي كورس لغة يتم فيه استخدام اللغة العربية, توظف فيه اللغة العربية في ضمن هالكورس اللغة بشكل عام شن وجهة نظرك؟ يعني انت من خلال تجربتك في الكورس هدا الي كان لمدة ستة اشهر ووظفت فيه اللغة العربية الي جانب غيرها , هل بمعنى راضية انت وتقولي من خلال تجربتي مثلا اعتقد ان تعليم اللغة الاجنبية, اي لغة اجنبية او اخرى, لازم يتم فيها توظيف اللغة الام او لا؟

فاطمة: المفروض عشان تساعده وقلتلك خاصة في المستويات الاولى , بيش تساعد الطالب يفهم شن teacher يقول ويفهم شن يقولوا الناس احداه , لكن لما يبقى هكي مسكين زي الاطرش في الزفة الناس تتكلم وهو مش فاهم شئ صعب , شعور صعب يعني.

انتصار: ممتاز, فاطمة سؤالي الاخير , ماهو انطباعك العام عن الدورة بشكل عام في كل شئ عن الاستادة ,عن مدى الاستفادة الي حصلتي عليها لو تحسي انه فعلا حصلك استفادة؟

فاطمة: والله كلها بشكل عام كويسة عندي وراضية عليه كل الرضا , وماعنديش اي تعليقات تانية نقولها. كلها تمام كانت, طريقة شرح الاستادة , الطلبة كانوا متعاوننين مع بعضنا , الحمد لله كانت كويسة

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Appendix 11: Transcript of Eman's Interview

انتصار: تمام, ايمان ليش اخترتي المجئ لجنوب افريقيا؟

ايمان: اخترت المجئ لجنوب افريقيا لان حسب ماسمعت وما درست عليها في الانترنت انها بلد واسعة الافاق اول شئ, وتاني حاجة انها من حيث التعليم اومن حيث من حيث التعليم اكثر شئ جامعاتها من افضل الجامعات في العالم يعني

انتصار: ايمان متى كانت اول مرة حسيتي فيها برغبة , مش تعلمتي, حسيتي فيها برغبة في ان انتي فعلا تتعلمي اللغة الانجليزية؟

ايمان: منذ الصغر, والله منذ الصغر انا كنت امنيتي امنيتي نتكلم دائما كنت نحلم في اني نتكلم اللغة الانجليزية

انتصار: باهي شن الي خلى الامنية هادي او الرغبة تطلع عندك او تتولد عندك؟

ايمان: طموحي لتكملة دراستي اكثر شئ يعني , لاني نشوف فيها كانت لغة التواصل

انتصار: اوكى, ايمان باهي هادي كانت اول مرة احسستي فيها برغبة من كنت صغيرة, باهي متى كانت اول مرة تعلمتي فيها اللغة الانجليزية؟

ايمان: كانت في المرحلة الاعدادية يعني, المرحلة الاعدادية وكنت دائما والحمد لله في مادة اللغة الانجليزية دائما متفوقة.

انتصار: تمام, من هو او على ايدين من تعلمتي اللغة الانجليزية؟ اول شخص تعلمتي اللغة الانجليزية على ايديه؟

ايمان: اول شخص كان الي هو الاستاد ونيس المرتجع , هدا اول من درسنا اللغة الانجليزية. بس الي حببني في اللغة الانجليزية كان الاستاد نبيل الجلاب بصراحة يعني

انتصار: هل كانت اول دراسة ليك للغة الانجليزية في ليبيا او خارج ليبيا؟

ايمان: لا في ليبيا

انتصار: والاستاد هل كان ليبي الجنسية؟

ايمان: ليبي الجنسية ومن نفس المدينة

انتصار: okay, هل تعتقدي, توا انت حكيتي عن شغفك بتعلم اللغة الانجليزية من كنت صغيرة هل تعتقدي ان تعلم اي لغة من غير لغتك الام الي هي اللغة العربية بغض النظر هل لغة انجليزية لغة فرنسية , هل تعتقدي انها شئ مهم؟

ايمان: والله بالنسبة لي انا تعتبر شئ مهم .

انتصار: ليش؟

ايمان: تعتبر شئ مهم لاني زي اول حاجة اللغة الانجليزية, اللغة الانجليزية انا نعتبرها شئ مهم مانقارنهاش باللغة العربية يعني بصدق ولكن بس انها هي بصدق تعتبر لغة تواصل , لو اني انا حابة نكمل ونوصل يعني لطموحي لازم لازم نتعلم اي لغة توصلني لهدفي

انتصار: okay, حكيتي عن اهمية تعلم لغة الي جانب اللغة الاصلية والي هي بالنسبة ليك او في وضعك انت اللغة العربية , هل تعتقدي ايمان ان تعلمك للغة اخرى غير لغتك العربية مثلا , هل يؤثر على حسك العروبي , حسك الوطني انتمائك؟

ايمان: لا , ابدا

انتصار: ليش؟

ايمان: لان اللغة بالنسبة للغتي الام هي لغتي الام وهي زي ماتقولي هويتي

انتصار: ايوه بالزبط, انا بغض النظر عن اللغة العربية, اقصد اقصد هويتك انت كعربية هل تعتقدي انها ممكن تتاثر , تتغير , تنعدم مع مرور الوقت بسبب تعلمك للغة اخرى؟

ايمان: لا

انتصار: ليش؟

ايمان: لانه عن نفسي انا اللغة العربية هي لغتي الام هي هويتي ولكن لو اني تعلمت لغة اخرى ليش تاثر في اللغة الثانية؟ انا واحدة مثلا اللغة الانجليزية كوسيلة للوصول الى هدفي مثلا وفي نفس الوقت لان انا نحبها كلغة ويعني نبي نوصلي لهدفي والحمد لله يعني. لكن انها هي تنهي عروبتي او هويتي هادي لا

انتصار: يعني انت من وجهة نظرك ايمان ان تعلم لغة اخرى نهائيا لا يتناقض مع او يقلل او يغير

ايمان: بالنسبة لي انا هادي بالنسبة لي انا ابدا مايغيرش. هويتي هي هويتي

انتصار: okay, ايمان انت اشتركتي في الدورة سؤالي ليك توا ايمان شن هو الدافع او الاسباب الي خلاتك تشتركي في الدورة؟

ايمان: الدافع او الاسباب الي خلتني نشترك في الدورة اول حاجة نضرتلها من ناحية كتشجيع لنفسي وكتشجيع لزملائي مثلا الي هو احنا ثاني حاجة لتحسن لغتي والحمد لله وللثقة في نفسي, ويفكي ان هو الشخص الي بيعطيني مثلا في الدورة هادي انه احنا كلنا نتكلموا نفس اللغة ونقدروا نوصلوا المعلومة باي طريقة , نقدر نوصل وحتى المدرس يوصلي المعلومة في حال اني انا صعبت علي اي معلومة.

انتصار: ايمان سمعتي عن الدورة وعن توجه الدورة وان الهدف منها وان هي عبارة عن الجزء العملي لمشورع طالبة بما يخص , والهدف هو التحقق من مدى فاعلية استخدام اللغة , وفي حالتنا احنا كانت اللغة العربية في تحسين مهارات الكلام باللغة الانجليزية عند الطلبة الي هما ناطقين باللغة العربية. طبيعي اي مخلوق قبل مايقدم علي شئ وهو على الشئ وهو عند

توقع اها شن هو الي انا لما تكمل الدورة حنحصل كدا وكدا, شن هما الحاجات الي بنهاية الدورة, شن هي كانت توقعاتك ايمان لما قدمتي علي الدورة قبل ماتبداء ؟

ايمان: اول حاجة انا كان تفكيري وكان طموحي هو لازم تنجح الدورة هادي باي طريقة , اول حاجة كانت من ناحية التحدي وتاني حاجة كانت من ناحية توصيل فكرة معينة فكرة معينة انا احنا نقدروا حتى لو استخدمنا اللغة الامة والي هي اللغة العربية نقدر نوصل لهدفي ونقدر نتعلم نتعلم لغة ثانية بمقابل يعني نقدر نتكلم لغتين بمقابل اني نوصل لهدفي. وتاني حاجة والحمد لله كانت كانت بدينا بتفكير ووصلنا وصلنا الى ان هو تحسنت واصبحت عندنا ثقة في النفس لدرجة انا حصلنا وكان التحصيل التحصيل متاعها اكثر , ماتوقعتش ان يكون التحصيل او المحصلة متاعها بالكيفية هادي.

انتصار: سرقتي مني زي مني ماداروا زملائك الاخرين سرقتي مني النصف الاخر من السؤال والي هو الي اي مدى ايمان حسيتي بعد نهاية الدورة الي استمرت والي بدت في شهر يناير وانتهت في في شهريونيو, الي اي مدى حسيتي هالتوقعات تحققت؟

ايمان: والله انا لمدى كبير جدا لدرجة قلتلك انه اصبح عندي ثقة في النفس يعني نطلع لاي مكان يعني كانت يعني في بعض الكلمات عندي فيها شك مثلا كيفية استخدام السؤال وكيفية الاجابة على السؤال مثلا , كانت في بعض الاشياء عندي فيها شك مثلا متى نستخدم Do متى نستخدم Is لكن توا الحمد لله طلعت وكانت حتى يعني لما بنسال ماكانش في توا يعني في الوقت الحالي مافيش خوف , في ثقة كبيرة

انتصار: ايمان زي ماقلتلك الهدف من الدورة كان اثبات ان هو مش اثبات الاصح التحقق من مدى فاعلية استخام اللغة العربية كوسيلة تعليمية, او اللغة الام كوسيلة تعليمية , هل وجدتي في استخدام اللغة العربية عامل مساعد شئ ساعك في ان انت مثلا تستوضحي معاني بعض زي مانقولوا التعبيرات وزي منقولوا والتركيبات اللغوية او شئ من هالقبيل؟

ايمان: هادي كانت عندي انا اول حاجة كوسيلة مرات لما نبي نوصل لاي حاجة نبي نفهمها بالانجليزي لازم نحورها للعربي , بس نستخدم مثلا مثلا بنشوف مثلا هيا جملة نبي نوصلها كيف نركب الجملة هادي بالانجليزي , نحول الجملة هادي ونحطها بالعربي وندخل فيها الاعراب يعني, ندخل فيها الاعراب بالعربي بطريقة القواعد الانجليزية فلهذا نوصل للجملة الي انا نبيها بالانجليزي

انتصار: okay, هدا فيما يخص التعبيرات والتركيبات , ولكن هل وجدتي في استخدام اللغة العربية مثلا شئ مساعد في انه هو زي ماتقولي استيضاح معاني بعض المفردات الجديدة الي اول مرة تمر عليك؟

ايمان: كانت مساعد كبير جدا بالنسبة ليا انا. اللغة العربية كانت مساعد كبير جدا , وقدرت نوصل للعديد من المعاني حتى في بعض الاحيان الكلمة ناخدها بالانجليزي ونترجمها للعربي ماكنتش نتوقع انها مثلا ان عندنا الكلمة هادي بالعربي وانها تعني نفس الكلمة هادي بالانجليزي.

انتصار: اها , باهي نبي نسالك سؤال بيش نكونوا اكثر دقة. هل تعتقدي لو كل المعاني للكلمات الجديدة وضحتلك باعطاء معاني ليها مقابلة باللغة الانجليزية , هل كنت حتقدري تفهمي معانيها بالمزبوط؟ زي لما اعطيتك معناها بالعربي؟

ايمان: اعطيلي مثلا يعني هي بتكون كلمة بالانجليزي ومعناها واستخدامها بالزبط يعني؟

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انتصار: مثلا نعطيك كلمة جديدة ومثلا ونعطيك لما تساليني وتكون كلمة جديدة بالنسبة ليك مانعطيكش معناها بالعربي انوضحلك معناها بالانجليزي, هل تعتقدي ان هالطريقة ساعدتك اكثر ؟ استيضاح معني كلمة جديدة اول مرة تمر عليك بان انا نقولها بالانجليزي, نشرحلك معناها بالانجليزي, او ان انا نعطيك المرادف متاعها بالعربي ونوضحها ليك بالعربي؟

ايمان: في البداية في بداية الدورة كنت بصدق نحب ان انا ناخدها بالعربي , بس بمجرد فوتنا شهرين ثلاثة شهور يعني قعدت نحب ناخد معناها بالانجليزي , ناخد معناها بالانجليزي

انتصار: باهي سؤالي توا شن الفرق بين البداية وبين بعد الشهرين؟

ايمان: لان هو كان في فرق وتحسن كبير , انا افاقي خلاص قعدت نفهم اني انا اللغة الانجليزية أصبحت عندي سلسة سهلة وماعادش زي قبل, كانت في صعوبة وكان عندي شك في بعض الكلمات او في في كيفية استخدام بعض الجمل او استخدام بعض الاسئلة, لكن بعد الفترة الاولى من الدورة وصلنا للجزء الثاني من الدورة الحمد لله كان في تحسن كبير وفي فرق كبير في البداية والنهاية

انتصار: ايمان في سؤالي ليك ايمان هل وجدتي في استخدام اللغة, ايضا سؤال ليه علاقة باستخدام اللغة العربية, هل وجدتي في استخدام اللغة العربية ساعدك في تمييز اوجه الشبه والاختلاف بين اللغتين العربية والانجليزية ؟

ايمان: اوجه الشبه والاختلاف؟

انتصار: نعم

ايمان: هو ساعدنا هلبة خاصة في استخدام الصفات بالعربي والانجليزي كيفية استخدام الصفات في الانجليزي مثلا نحط الصفة قبل الاسم والا بالعكس ان احنا عندنا في العربي نحط الصفة قبل الاسم , يعني كان فرق كبير خلتني دائما خلتني لما انا نبي جملة نستخدم فيها صفة نحطها بالعربي وبعدين نقلبها نقلبها ايه على شان نستخدمها بالانجليزي لان انا نعرف انه مثلا بنقولوا احنا سيارة جميلة , فانا لما بنستخدمها انا سيارة جميلة عادي عندنا باللغة العربية مافيش مشكلة , لكن لو اني انا بنستخمها لا بنحط الصفة قبل الاسم فبنقول جميلة السيارة بالانجليزي nice car.

انتصار: بالزبط, ولكن هل تعتقدي زي ما انتقولي هل الي الان تستخدمي فيها او كانت فقط في فترة من التعلم؟

ايمان: كانت في فترة ولكن توا لدرجة اني في بعض الاحيان نقعد نراجع يا هل ترى انيبي اصبحت اني توا بحكم وجودي في South Africa والفترة هادي لازم نتكلم الانجليية غلبت على الطابع العربي لدرجة اني ننسى في بعض الاحيان مثلا بنتكلم عربي نلقى روحي قايلتها بالانجليزي

انتصار: okay, ايمان سؤالي الان, ايمان هل وجدتي في استخدام اللغة العربية عامل مساعد في بعض الاحيان الي كنت فيها مش قادرة تعبري باستخدام اللغة الانجليزية؟ ماكنتيش قادرة فيها على استخدم اللغة الانجليزية لكن مثلا مش عارفة الكلمة او مش عارفة تقوليها بالانجليزي؟

ايمان: لا انا في المواقف

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انتصار: لما كنا نستخدموا فيها في الفص احيانا مثلا مثلا كنت نقوللكم يقدلر الواحد يقول الجملة الي يبيها بالانجليزي ولما يوصل لعبارة او كلمة مايعرفهاش يقولها عربي

ايمان: okay

انتصار: هل تعتقدي ان الطريقة هادي ساعداتك؟

ايمان: هادي ساعدتنا هلبة بصدق, انا في الاول ماكنتش مقتنعة بيها لانها كيف يعني بندخل كلمة عربية بندخلها في سؤال بالانجليزي , ماكانش ويعني ماكانش , صعبة بالنسبة ليا انا, وبعدين من خلال الدورة واستخدامنا في البداية وكانت يعني وسيلة ناجحة بصدق بالنسبة ليا انا وقدرت نفهم بيها اشياء واجدة خلتني نتجنب بعدها في النصف الثاني اني نستخدمها

انتصار: ايمان توا حنسالك عن الانشطة الي استخدمناها في الدورة بشكل عام, انت عارفة انا استخدمنا القصص القصيرة وبعدين كنا ناقشوهم مع بعض, وكان عندنا المناقشة بين المجموعة الي احنا نقولولها group discussion لما كان عندنا مواضيع معينة وناقشناها , كان عندنا قصاصات الورق ويطلب منا الترجمة ياما من انجليزي الي عربي او من عربي الي انجليزي , لما كانت في المسابقات بين الفريقين , لما فيه اختبارات الاستماع, لما كنا نديروا في المحاكاة وتقمص الادوار والشخصيات اما بوجود مترجم او على اساس المجموعة تتكلم انجليزي؟ هل تعتقدي ان هال هالانشطة هادي الي استخدمت في الدورة هل تعتقدي انها كانت دات فاعلية؟

ايمان: انا لما شفت من خلال يعني من الي شفته والتغير الي شفته في زملائي يعني الي كانوا الي كانوا مبتدئين جدا كانت بالنسبة للحوار او الطرق الترفيهية كانت وسيلة جيدة جدا , ان هما قدروا يتواصلوا وماحسيناش انه في فرق في المستويات خصوصا يعني لما كنا بنستخدموا نقاش ولاني شفت انهم هما يعني ومع بعض لما بنستخدموا activities هادي او الانشطة هادي انه انهم هما بيكون عندهم رغبة اكثر شفته هدا شفته في البداية ماكانش في فروقات في المستوى , يعني كانت تحس كل group وكل الفصل في انهم هما في مستوى واحد , يعني يقدر وبتشجيع من الزميل للزميل هدا انهم كلهم يقدروا يطلعوا كلمات ويقدروا يتكلموا باي وسيلة , وكانت في حرية اكثر

انتصار: يعني انت شفتي من وجهة نظرك ان كل الانشطة هادي الي كانت كلها كانت ليها اهميتها وليها دورها؟

ايمان: ليها اهميتها وليها دورها في يعني تحس ان الفصل او group كلهم كانهم في منافسة انهم كل واحد يبي يحط وكل واحد يبي يتكلم ويبي يحط وجهة نظره عربي انجليزي اهم شئ اني نبي نوصل ونتكلم

انتصار: okay, ايمان هل تشعري بان انت عندك ثقة كفاية ان انت تخوضي حوار مع احد او تدخلي في نقاش او تتواصلي مع الاخرين؟

ايمان: يعني بالانجليزي؟

انتصار: yes

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ايمان: ايه, يعني الحمد لله اصبحنا يعني لدرجة قعدت نوظف في كلمات هلبة كانوا خدیناهم في الدورة وعلى اساس اني نستخدمهم وما ننساهمش نحب اني نستخدمهم مثلا في خلال الحديث مع الاخرين خصوصا في التواصل معاهم بالانجليزي , نحب نستخدمهم ونحب ندخلهم في الحوار

انتصار: انت ايمان لما سالتك قلتي قصدك باللغة لانجليزية؟ توا سؤالي بيرجع, هل تعتقدي ان ثقتك او زيادتها او نقصانها ليها علاقة في مستوى اللغة متاعك؟

ايمان: هو اكيدة يعني زيادة او نقصان اللغة الانجليزية ليها علاقة , يعني كل ماتكون انت عندك ثقة في نفسك اكثر وعندك في الحوار تكون تتواصل مع الناس الثانيين وزملائك وزملائي في الجامعة, مثلا انا كنت نستخدم في بعض الاحيان نستخدم في كلمات نستخدم فيها كا اكاديميا , ما كانش عندي كلمات اكاديمية مثلا , لكن بعد الدورة ومن خلال حديثنا في الدورة واخذنا لبعض الكلمات الاكاديمية لدرجة اني قعدت نستخدم فيهن في نقاشي مع supervisor , نقاشي مع زملائي الثانيين , يعني لدرجة حتى supervisor متاعي حست بالفرق , حست بالفرق اني انا كيف كنت وكيف اصبحت يعني

انتصار: ممتاز, انا توا سؤالي الاخير بيش نكونوا بصراحة , هل تعتقدي ان اللغة متاعك حاليا عندك ليها علاقة بالثقة متاعك في انك تتناقش توا مع الاخرين؟

ايمان: اكيدة هادي يعني اني انا ناكدلك ونجزم ان انا بعد كيف يعني كيف كنت قبل الدورة وبعد ماطلعت من الدورة يعني الحمد لله خصوصا قلتلك supervisor متاعي مثلا وزملائي في الجامعة لاحضوا مثلا اني انا مثلا كان في كلمات اكاديمية كانت غايبة مانقدرش نوظفها مانقدرش نستخدمها , لكن بعد عرفت معناها وفهمت توظيفها بالزبط قعدت نوظف فيها وقعد عندي وسيلة تواصل وبكل ثقة وبكل سلاسة يعني ماعنديش مشكلة يعني

انتصار: ممتاز, ايمان تكلمنا عن مجموعة الانشطة الي استخدمناهم , شن هو اكثر نشاط منت ترتاحي , تحبيه اكثر اكثر واحد فيهم؟

ايمان: هو كانت عندنا الي هو competition يعني التنافس او التحدي. هدا كنت نحبه اكثر لانه يشجع فيهم كلهم ويشجع في group كله ان كل واحد يعني يطلع بنتيجة ويوصل ويبي يطلع كل قدراته يعني.

انتصار: okay, ايمان سؤالي هل انت راضية عن الطريقة الي تمت بيها ادارة الفصل , قصدي طريقة شرح الاستادة , طريقة قصدي توزيع الادوار واعطاء الفرص بين الطلبة , الانشطة الي اختيرت في العموم؟

ايمان: هو بالنسبة لي انا راضية كل الرضا وماعنديش مشكلة , ممكن اني كنت نشوف في عيون زملائي في بعض في بعض الانشطة كانوا كلهم يحبوا ويرغبوا وفي بعض الانشطة يعني نشوف فيها في عيون زملائي خاصة المبتدئين زي الي مش راغبينها يعني مثلا لما يكون في مثلا يكون conversation حديث مفتوح حديث مفتوح

انتصار: اها زي group discussion مثلا؟

ايمان: ايوه , لما يكون عندنا حديث مفتوح يكونوا عندهم خجل انهم هما بيحسوا بيفرق في المستويات تلقى 2 او 3 يتناقشوا والثانيين يسمعوا يحسوا كأن في مواضيع خاصة لو انا خدينا مواضيع اكاديمية , يحسوا فيها كانها اكبر منهم , هادي الحاجة الوحيدة الي ماكنتش راضية عليها لان نحب نخلي كل الطلبة في مستوى واحد , يعني ويكون النقاش في المواضيع السهلة

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انتصار: ايمان هل وجدتي, احنا طبعا قاعدين نتكلموا عن صلب الموضوع متاع الدورة, هل وجدتي ان دمج اللغة العربية مع غيرها من الانشطة لان في بعض الاحيان ماكانش يسمحلكم باستخدام اللغة العربية ونستخدموا في انشطة اخرى, هل وجدتي ان دمج هالاسلوبين هدوم او او هالاساليب هادي مع بعضها شئ فعال؟

ايمان: كان فعال وكان فعال جدا خصوصا لما يكون مثلا group يكون عنده علم بيوم ان بكره مافيش كلام بالعربي , كان يعني عندهم نشوف لنفسي يعني بيزيد الحماس اكثر , يعني كان حماسنا اكثر ولدرجة انها تخلي ف في تقرب للغة الانجليزية اكثر , كان في من الناحية هادي يخلي فينا لدرجة انا في بعض الاحيان يعني يعني نحس ان group نقول ما شاء الله يعني في تحسن ملحوظ. يعني ليش بالمفروض احنا نلغوها ليش خلاص ومعاش نتكلموا لغة عربية في الفصل

انتصار: ايمان توا سؤالي مرتبط ايضا في في استخدام اللغة العربية في العموم بعد ماشفتي الدورة وكيف وظفت فيها اللغة العربية وكذا , هل تعتقدي , وجهة نظرك في العموم لو بيؤخذ بوجهة نظرك مثلا ولو ولو زي مانقولوا بيطلب منك تعطي وجهة نظرك في ان اي course متاع لغة انجليزية مثلا توظف فيه اللغة الام مثلا مش بالضرورة بس في حالتنا احنا اللغة العربية, على فرض ان طالب اللغة الام عنده اللغة الانجليزية ويرغب في تعلم اللغة الفرنسية, هل تعتقدي انه حيكون من المفيد بالنسبة لهالطالب انه تدمج اللغة الانجليزية بالنسبة لهالطالب عشان تساعده في تعلم اللغة الفرنسية او لا؟

ايمان: انا هنا بنتفق معاك ولكن بشرط ماتاخدش مدة طويلة , عندي هو لازم دمجها ولكن دمجها للمبتدئين , ندمج اللغة العربية يعني ندمج اي لغة مع اللغة الام مع اي لغة تانية نتعلمها بس للمبتدئين . لما بتكون للمبتدئين لازم لازم ندخل اللغة الام , بعدين بشهرين او بثلاثة شهور ولما يكون في تطور في المستوى يفضل انها تكون تلغى يعنى , يعني خلاص على اساس انها تكون لاعطاء ثقة اكثر في الكلام يعني

انتصار: ممتاز, يعني ايمان انت توا من وجهة نظرك ان المفروض تستخدم اللغة الام, ولكن من قناعتك انت, ولكن للمستويات المبتدئة ولكن كلما تطور لمستوى متقدم وصارمستوى الطالب متقدم يقل الي نصل الى مرحلة انعدام استخدامها , ولكن في الاساس لازم نستخدم اللغة الام.

انتصار: باهي انا توا سؤالي ليش تعتقدي انها اساسية للمبتدئين استخدام اللغة الام؟

ايمان: هي لتسهيل التعلم اول حاجة تسهيل التعلم وتاني حاجة لاعطائهم افاق انهم يقدروا يستوعبوا اللغة الي هما وترغيبهم وترغيبهم في اللغة اكثر. ان هما مايقعدوش يعني مايصيرش في نفور من اللغة المتعلمة يعني . لازم يمون لما بندخله الطالب المبتدئ مع اللغة المتعلمة لما بندخله اللغة الام يقعد اسهله ويرغب اللغة الثانية اكثر , يعني نحببه في اللغة المتعلمة اكثر .

انتصار: يعني ايمان انت تحسي ان اللغة الام في حال استخدمت مع المستويات المبتدئة زي مانقولوا عامل اطمئنان

ايمان: عامل اطمئنان ولرفع معنويات الطالب يعني

انتصار: ايمان سؤالي الاخير ماهو انطباعك العام عن الدورة بشكل عام وعن مدى الاستفادة والانشطة الي طبقت فيها وعن مدى الاستفادة الي حصلتي عليها لو كنت تعتقدي انه حصل استفادة بالنسبة ليك انت؟

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ايمان: بالنسبة لي انا كانت استفادة كبيرة جدا وانطباعي عن الدورة كانت ممتازة وفوق الممتازة يعني . يعني من وجهة نظري وشفت الرغبة وشفت وجهة النظر هادي من ناحية كل زملائي, انهم كانوا مبسوطين كلهم من الدورة وكان عندهم دافع كان عندهم دافع كبير ان هما يوصلوا وان هما لازم يحققوا الهدف من الدورة الي هو اثبات شئ, فكانوا هدفهم كلهم انهم لازم يبوا يثبتوا شئ وانا كنت وحدة منهم يعني نبي نثبت الشئ هذا لمعرفتي الشخصية يعني لشئ شخصي لازم نبي نعرف هل ياتري الاثبات هذا بيكون صحيح او لا؟ حتى انا في رغبتي انا الشخصية كانت عندي نبي نعرف نوصل للمستوى هدا فهذا شجعنا وخلانا يكون عندي رغبة كبيرة اني انا نحقق الاثبات هدا يعني.

انتصار: ايمان اي شئ اخر تبي اضيفيه؟

ايمان: والله الحمد لله تمت الدورة بنجاح, انا عن نفسي نحس بيها تمت الدورة وكانت دورة ناجحة جدا و نشكر كل زملائي ان هما شاركوا في الدورة ونشكرك انت بالذات يعني ونتمنولك التوفيق والنجاح ونقولوا ان شاء الله يارب توصلي لاثباتك ونحققولك هدف الدورة بالزبط لان حتى احنا نبوا نعرفوا النتيجة هادي

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انتصار: ليش جيتي لجنوب افريقيا تهاني؟ قصدي ليش اخترتي اتجي لجنوب افريقيا؟

تهاني: على خاطر الدراسة

انتصار: على خاطر الدراسة, باهي ليش جنوب افريقيا بالتحديد ليش مامشيتيش لاي منطقة اخرى؟

تهاني: قصدي يشكروا فيها في الانجليية يفضلوا فيها عن الدول الثانية

انتصار: okay, تهاني متى كانت اول مرة, مش تعلمتي فيها اللغة الانجليزية, حسيتي روحك هكي عندك نية تتعلمي هكي قلتي نبي نتعلم اللغة الانجليزية؟ حسيتي فيها برغبة ان انت تتعلمي اللغة الانجليزية؟

تهاني: اول يوم في الدورة الي قريت فيه عندك انت

انتصار: والله؟ يعني اول يوم كان هو اول يوم حسيتي فيه ان انت تبي تتعلمي اللغة الانجليزية؟

تهاني: نعم

انتصار: okay, باهي معناها انت توا كانك جاوبتي السؤال لما بنسالك بنقولك متى اول مرة تعلمتي فيها اللغة الانجليزية الي هي كانت؟

تهاني: اول يوم في الدورة

انتصار: هي هادي, okay, معناها باهي من كان اول شخص تعلمتي على ايديه اللغة الانجليزية؟

تهاني: الدكتورة انتصار

انتصار: okay, تهاني نبي نسالك اول مرة حسيتي فيها ان انت نفسك تتعلمي اللغة الانجليزية واول مرة تعلمتي فيها كان اول يوم في الدورة , باهي نبي نسالك انت تعتقدي هل ان تعلم غير لغتك , انت بالنسبة ليك توا اللغة الام هي اللغة العربية , اي لغة اخرى انجليزية, فرنسية اي شئ هل تعتقدي انها شئ مهم؟

تهاني: اكيدة مهم

انتصار: ليش؟

تهاني: لان انت تبي تتعلمي لغة ثانية

انتصار: باهي قصدي شن اهميتها مثلا قصدي ليش تعتقدي ان تعلم لغة اخرى مهم؟

تهاني: قصدي انا نبي نتعلم لغة بيش نستفاد

انتصار: تستفيدي من اي ناحية مثلا؟

تهاني: لغة قصدي حتى لما تبي تمشي لمنطقة تانية ,كل منطقة باللغة متاعها تستفيدي

انتصار: ممتاز معناها انت تعلم اللغة مهم بالنسبة ليك في في مجال التواصل مع الاشخاص الاخرين الي انت تبي تتكلمي معاهم ؟

مني: نعم

انتصار: كويس ممتاز, تهاني هل تعتقدي , توا انت تتعلمي في اللغة الانجليزية okay؟ , هل تعتقدي ان تعلمك للغة الانجليزية يأثر على على هويتك العربية؟ او هويتك الليبية او كدا ؟

تهاني: لا ماياثرش

انتصار: ليش؟

تهاني: لان اللغة العربية هويتي والانجليزية حتى هي هوايتي لكن مش زي اللغة العربية

انتصار: ممتاز , فففففي كلمتين حلوات ومختصرات , يعني اللغة العربية بالنسبة ليك هوية واللغة الانجليزية هواية؟

تهاني: بالزبط هوية وهواية

انتصار: ممتاز , تهاني سوالي الثاني انت جيتي تطوعتي وتبي تشتركي لما سمعتي عن الدورة متاعنا واشتركتي فيها, شن السبب الي خلاك اشتركتي في الدورة تهاني؟

تهاني: اني انا نبي نتعلم الانجليزي وحسب ماحكولي البنات حمسني هلبة اني نقراء معاك الحق

انتصار: باهي تهاني, قالولك البنات عن الدورة وسمعتي عن الدورة ان هي لتحسيت السبيكينج متاع الطلبة وحتستمر 6 شهور. قبل مانبدوا هكي لما قالولك البنات عن الدورة اكيد خطروا في بالك حاجات وقلتي لما بنبداء في الدورة انا نتوقع لما بتكمل الدورة اني بنحصل كدا وكدا, شني هي الحاجات الي توقعتيها لما قبل ماتبدا الدورة؟

تهاني: اول حاجة بصراحة قلت بنشد روحي كويس بيش نحصل من الدورة حاجات هلبة نستفاد منها وفعلا من حيش كملنا الحمد لله.

انتصار: كلكم تاخدوا في الجزء الثاني من السؤال مني قبل مانقوله نبي نسالك الى اي مدي حسيتي ان توقعاتك قبل ماتبدي الدورة تحققت لما تميتي الدورة, لقيتي نفسك فعلا هل تحقت او لا؟

تهاني: ايه تحققت فعلا

انتصار: بنسبة؟

تهاني: بنسبة 70%

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انتصار: ممتاز, تهاني الدورة متاعها اساسها تحكي عن شني , عن التحقق من مدى فاعلية استخدام اللغة العربية كوسيلة تعليمية لتحسين المحادثة عند الطلبة في مادة اللغة الانجليزية , لكن هل تعتقدي ان الطريقة لما استخدمنا معاكم استخدمت انا معاكم وحتى انتو لما كنتوا مع بعضكم مرات توضحوا لبعضكم حاجات بالعربي او باستخدام اللغة العربي, هل تعتقدي ان استخدام اللغة العربية ان انت زي ماتقولي تفهمي بعض التركيبات اللغوية زي ماتقولي والتعبيرات في اللغة الانجليزية؟

تهاني: ايه اكيد لو قصدي كلمة مافهمتيهاش والا هكي ترجميها بالعربي توضح عليك اكثر من

انتصار: باهي انا توا بنسالك والسؤال الثاني يحكي عن الكلمات الجديدة الي مثلا في اللغة الانجليزية , باهي احيانا انت بالنسبة لك شن تفضلي, قولي جهة نظرك, احيانا كنت كنت كنت لما ناخدوا كلمات جديدة نعطيكم في معناها زي ما نقولوا بالعربي وشن يقابلها باللغة العربية واحيانا كنت نوضح في الكلمة هادي مانعطيك معناها بالعربي نشرحلك معناها لكن بالانجليزي بش نحاول نفهمك , اما طريقة كنتي ترتاحي معاها اكثر فييبي لما نوضح في معاني الكلمات؟

تهاني: بالانجليزي هي توضح اكثر ولكن مرات في كلمة ماتعرفيهاش قصدي ترجميها يوضح اكثر السؤال

انتصار: يعني لما نعطيك في معناها بالعربي

تهاني: لا قصدي تشرحيها لينا بالانجليزي واضحة , مثلا في كلمة مشش عارفين معناها يوضح اكثر السؤال

انتصار: لما يكون بالعربي؟

تهاني: نعم

انتصار: تهاني, باهي كان في عندنا شئ هل تعتقدي ان اللغة العربية ساعداتك في ان انت تعبري عن نفسك لما ماكنتيش تعرفي تتكلمي عن نفسك بالانجليزي؟ يعني المقصود بيها لما كانت زي مانقولوا الطريقة متاع احكي قول الجملة متاعك بالانجليزي الي تبي تقولها ولما توصل لكلمة معينة ومش عارف تقولها بالانجليزي قولها بالعربي وكمل باقيها, هل تعتقدي ان انت استفدتي من هالطريقة؟

تهاني: لا

انتصار: بيش؟

تهاني: لان معاش بتفهمي السؤال بعدين لان فيه الانجليزي ووكملتي عالعربي بعدين معاش بتفهمي السؤال

انتصار: لا مش عالسؤال, قصدي لما مثلا يطلب من واحد منكم يتكلم مثلا خلاص انت توا مثلا بتجاوبي سؤال تكلمتي قلتي الكلمات الي تبيهم بالانجليزي ولما في كلمة معينة كنت تبي اتقوليها ولكن ماتعرفيش معناها ماتعرفيش معنى الكلمة بالانجليزي وقلتيها بالعربي وكملتيها زي مانقولوا بالانجليزي الباقي , وكنا لما لما تقولي انت الكلمة هادي بالعربي خلاص كنا احنا نعطوك معناها بالانجليزي نقولولك كدا, هل تعتقدي افاداتك الطريقة هادي او لا؟

تهاني: لا اتفيدني

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انتصار: من اي ناحية؟

تهاني: قصدي كلمة وحدة هي ايه لما توقفي على كلمة معينة تبقي انت مش عارفتيها اصلا بالانجليزي نستفاد منهاااا على الاقل حتى لو ماعرفتهاش بالانجليزي وقلتها بالعربي وقالوها لي بعدين بالانجليزي خلاص تقعد

انتصار: قصدك بيكون فيها بسبب هالطريقة زي نا نقولوا ان الشئ زي مانقولوا يترسخ في دماغك؟

تهاني: نعم

انتصار: okay, ممتاز, هل تعتقدي ان استخدام اللغة العربية لما كنت نوضحلكم احيانا في الفرق بين اللغتين والتشابه بين اللغتين ساعدك في ان انت تفهميني شن هو الفرق بين اللغة في القواعد بين مثلا القواعد بين اللغة العربية واللغة الانجليزية؟

تهاني : ايه

انتصار: اوكى, تقدري توضحيلي اكثر شوي كيف؟

تهاني: قصدي بعض الكلمات واضحة معناها من غير حتى عربي وبعض الكلمات ضروري اترجمها بالعربي بيش تفهمها

انتصار: اوكى, تهاني درنا هلبة انشطة في الصف كان عندنا القصة الي كنا نسمعوها ونرجعوا نتكلموا عنها كان عندنا اختبارات السمع الي كنا نديروا فيها ونعبوا في الفراغات كان عندنا قصاصات الورق الي انديروا فيهم ويطلب منك تقريها بالعربي وترجميها بالانجليزي او تقريها بالانجليزي واترجميها عربي كان عندنا group discussion لما نطرحوا في موضوع للنقاش كان عندنا شن تاني المحاكاة لما نتقمصوا في الشخصيات في مطعم في محل في هل تعتقدي ان النشاطات اهيا كلها هل تعتقدي انها فعالة؟ كانت كويسة الانشطة هادي؟

تهاني: كانت فعالة وممتازة مية في المية تزيد فينا نشاط وتحمس فينا ونزيدوا نفهموا اكثر

انتصار: باهي توا بنسالك , احنا الانشطة هادي الانشطة الي كنا في الغالب نستخدموا فيها , لكن اما واحد في هالانشطة كنت ترتاحي معاه اكثر؟ كنت تتبسطي فيها اكثر لما نديروا فيها؟

تهاني: متاع القصاصات متاع الورق وحتى متاع لما كنا نسمعوا ونحلوا

انتصار: اختبارات السماع , باهي تهاني , كنت كنت هل انت راضية او مش راضية عن الطريقة الي تمت بيها ادارة الفصل , ادارة الفصل نقصد بيها يعني كيف الابلة شرحت الدرس كيف زي ماتقولي توزيع الادوار بين الطلبة كيف كان الوقت الممنوح لكل طالب الانشطة الي تم اختيارها في الفصل , هل كنت راضية عنها او تعتقدي انه لا لو كانت اندارت بالطريقة كدا كانت تطلع احسن وكدا؟

تهاني: قصدي كانت كويسة مافيها حاجة صح في الامتحان كان الوقت شوي

انتصار: كان قصدك عندك اعتراض على الامتحان مثلا ؟ فترة وقت الامتحان؟

تهاني: نعم

انتصار: okay, تهاني بنسالك سؤال كنت دائما كانت عندك ثقة ان انت تطلعي تحتكي في الاخرين وتتواصلي معاهم وتتكلمي معاهم عادي؟

تهاني: لا؟

انتصار: ليش؟

تهاني: قصدي مش اي حد تقدري تتكلمي معاه او تطلعي معاه

انتصار: لا في العموم قصدي بغض النظر عن ان انت مثلا زي مانقولوا هل كان عندك ثقة كفاية زي مانقولوا ان انت تطلعي للمحل او تمشي للمستشفى او كدا ؟

تهاني: قصدك نطلع مع حد او نمشي بروحي؟

انتصار: لا قصدي بروحك؟

تهاني: لا ماعنديش ثقة

انتصار: okay, باهي نبي نسالك باهي توا بعد ما انتهت الدورة تعتقدي ان انت تقدري عندك ثقة كافية في نفسك ان انت تمشي تاخدي حاجتك بروحك من زي مانقولوا من السوق تمشي بروحك عند الطبيب تحكيله انا نشكي من كدا كدا تمشي بروحك تستفسري عن حاجة معينة في البنك تسالي حد عن اتجاه مثلا انت تبي تمشي لمكان معين هل تعتقدي ان عندك ثقة كافية توا ان انت اديري هالحاجات بروحك؟

تهاني: توا المحل قصدي محل ملابس او مواد غدائية نقدر نمشي بروحي عادي لكن المستشفى قصدي نفهم منه لكن مش حقا ندوي معاه الحق اكثر شئ سامر الحق

انتصار: ممتاز, لكن قصدي تعتقدي ان ثقتك في نفسك ..

تهاني: لا الحق الحمد لله

انتصار: قصدي معاش عندك عامل الخوف؟

تهاني: لا

انتصار: تهاني توا بنسالك عن استخدام ان احنا زي ماتقولي استخدمنا اللغة العربية في الدورة متاعنا الي هي استمرت تقريبا 6 شهور بديناها في يناير وكملت في يونيو هل تعتقدي في العموم لو حياخدوا وجهة نظرك مثلا هل تعتقدي بانه ضروري لاي course يصمموه لتدريس اللغة الانجليزية ان هما لازم يدخلوا فيه اللغة الام ؟ مثلا خلي نعطيك بغض النظر عن انك انت لغتك الام عربية, خلينا نقولوا ان مثلا في طالب اللغة الام متاعه الانجليزيو ويبي يتعلم مثلا فرنسي او عربي , هل تعتقدي انه ضروري لما يبدوا يعلموا فيه الفرنسي ان هما يتكلموا معاه انجليزي؟ خلى نجيبها ليك ابسط. انت بالنسبة ليك انت هل تعتقدي ان توا لما بديتي في الدورة واستخدمنا فيها اللغة العربية هل افادك استخدام اللغة العربية في الدورة؟

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تهاني: افادني

انتصار: باهي توا نبي نسالك هل تعتقدي ان لما الي يصمموا course متاع تعليم لغة انجليزية لطلبة عرب هل المفروض يستخدمولهم معاه يدعموه باستخدام اللغة العربية او لا؟

تهاني: والله هو المفروض لا بيش يتعلم اللغة كويس لكن لازم ندخلوا العربي لو ماترجمناش

انتصار: باهي ليش انت ادخلي في العربي؟

تهاني: قصدي الكلمة الي مانفهمهاش ضروري انترجمها

انتصار: باهي لما الكلمة الي ماتفهميهاش ضروري اترجميها , هدا كان بالنسبة ليك نفيد او مش مفيد؟

تهاني : مفيد

انتصار: معناها؟

تهاني: ضروري العربي

انتصار : معناها قصدي توا بي هالطريقة هل تعتقدي ان استخدام اللغة العربية مثلا في course لتعليم اللغة الانجليزية عشان يوضحوا مثلا معاني الكلمات, هل يعتبر شئ مفيد او لا؟

تهاني : مهم

انتصار: okay, تهاني الاخير شن هو انطباعك العام عن الدورة , كيف كان في كل شئ طريقة عطاء الاستادة تعاملك مع زمايلك الي كانوا موجودين معاك وهل تعتقدي ان انت استفدتي من الدورة او لا؟

تهاني: والله استفدت حاجات هلبة وطريقة الشرح كانت ممتازة, قصدي الايامات الاولى كنت نسرح هلبة حتى في speaking لما تشرحي وبعدين مع الوقت تعودت والحمد لله

انتصار: بعد الدورة؟

تهاني: قبل الدورة كنت حتى الي نسمعه ننساه لكن توا الحمد لله لا الحق حتى في اي مدرسة تانية نقراء نسمع والا يعطوني سؤال نفهم فيه معناها ونجاوب الحمد لله

انتصار: معناها انت معتقدة انه حتى من خلال الدورة السماع عندك تحسن والفهم؟

تهاني: تحسن

Appendix 13: Transcript of Samer's Interview

انتصار: ليش اخترت جنوب افريقيا سامر؟

سامر: لتطور العلم فيها ويوجد لها عدة لغات واهمها اللغة الانجليزية وبصفتها انها يوجد بها عدة جامعات بالاخص تخصصي

انتصار: الي هو؟

سامر: الهندسة

انتصار: okay, سامر متى كانت اول مرة حسيت فيها برغبة مش تعلمت حسيت هكي في نفسك انا عندي انا نفسي او رغبتي ان انا نتعلم اللغة الانجليزية؟

سامر: عندما كنت في الثانية عشر او الثالثة عشر من العمر

انتصار: وشن السبب الي خلاك اتحس برغبة في ان انت تتعلم اللغة الانجليزية؟

سامر : كان يدرسني مدرس انجليزي واتى موجه وبداؤا في التحاور باللغة الانجلزية فبذلك اعجبت بيهما

انتصار:تمام, سامر متى بديت في تعلم متى او ل مرة تعلمت فيها اللغة الانجليزية؟

سامر: قبل مانجي لكيب تاون درست شهر في ليبيا بس ماكنتش مدة كافية لاني نتعلم اللغة الانجليزية

انتصار: okay, معناها تعلمك اول مرة تتعلم فيها اللغة الانجليزية كانت شهر قبل ماتوصل هنا لجنوب افريقيا ؟

سامر: تمام

انتصار: باهي من كان اول شخص تعلمت على ايديه اللغة الانجليزية؟ من هو الشخص الي اول مرة علمك اللغة الانجليزية؟

سامر: مدرسة من جنوب افريقيا اسمها يونا

انتصار : تمام, سامر انت قلت ان حسيت برغبة في تعلم اللغة الانجليزية وانت حاليا تتعلم في اللغة الانجليزية هل تعتقد ان تعلم لغة اخرى غير لغتك الام في حالتك انت مثلا اللغة العربية الي هي اللغة الام , هل تعتقد ان تعلم اي لغة اخرى انجليزي فرنسي او غيرها مهم او لا؟

سامر : نعم مهم لانه لو اتيحت ليك فرصة لعمل في اي دولة اخرى يجب انك انت تتقن هذه اللغة

انتصار : يعني بالنسبة ليك خلي انقولوها بطريقة اوضح بالنسبة ليك تعلم لغة اخرى يفتحلك افاق للعمل ؟

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سامر: ايه افاق للعمل

انتصار: ممتاز , سامر انت لغتك العربية وهويتك كمواطن عربية بغض النظر عن اللغة العربية هويتك عربية , هل تعتقد ان انت لما تعلمت اللغة الانجليزية توا هويتك تاثرت كمواطن عربي ؟

سامر: لا لم تتاثر

انتصار: ليش؟

سامر: لان اللغة العربية لغتي الام

انتصار: okay, بالزبط لكن بغض النظر عن اللغة قصدي هويتك كشخص عربي حتى لو ماكنتش تتكلم العربية , هل تعتقد انك لما تعلمت اللغة الانجليزية في شئ انتقص من هويتك العربية؟

سامر: لم يكن

انتصار: ماليهاش تاثير؟

سامر: ماليهاش تاثير

انتصار: باهي ليش تعتقد ان تعلم لغة تانية ماليش علاقة في هويتك؟ ما يغيرش من هويتك شئ؟

سامر: يعنى السؤال تغير الهوية من ناحية انك

انتصار: انتمائك وهويتك ان انت مواطن عربي بغض النظر عن شغلك تعليمك بغض النظر عن ان انت متعلم او لا بغض النظر هل انت غني او لا عندك وظيفة او لا اي شئ , انت مواطن عربي لما جيت تعلمت اللغة الانجليزية هل تعتقد ان شئ من عروبتك او هويتك العربية تغير اختفى اكتسبت زي مانقولوا هوية جديدة خديت قمصت هوية الاجانب باعتبارك تعلمت اللغة الانجليزية تقمصت الهوية الانجليزية او لا؟

سامر: ممكن من ناحية تتغيير اللغات

انتصار: يعني انت قصدك فقط من ناحية اللغة؟ لكن ماليش علاقة في هويتك كمواطن؟

سامر: لا

انتصار: سامر انت اشتركت في الدورة الي استمرت لمدة 6 , شن كانت دوافعك للاشتراك في الدورة سامر؟ شن الي خلاك تشترك في الدورة معانا؟

سامر: لان اللغة الانجليزية كانت important ومهما تعلمنا من اللغة الانجليزية كنا مازال ما تعلمناش مهما اتفناها مازال ماتقناهاش مثل اللغة

انتصار: بالزبط, ولكن ليش اشتركت في هالدورة بالتحديد؟ ليش اشتركت في دورتنا الي درناها بالتحديد؟

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سامر: لتزيد من المستوى التعليمي

انتصار: اوكى, سامر قبل ماتبدا في الدورة اكيد اكيد قلت انا بنمشي نشترك في الدورة كان عندك توقعات انا حنشترك في الدورة وبعد اكيد لما بتكمل هالدورة بنحصل وبنكون حصلت كدا وكدا, شن هو الي توقعته قبل ماتبدا الدورة سامر؟ شن هي الحاجة الي توقعت الي بتحصل عليها في الاخير؟

سامر: كنت نحصل على توقعت كنت نحصل على معلومات جديدة vocabulary جديد باللغة الانجليزية وكيف نقدر ندير اي شئ معاينات اوكيف نفتح حساب في البنك وناخد قرض من البنك

انتصار: ممتاز, لاي حد تعتقد ان توقعاتك تحققت بعد ما انتهت الدورة؟ توا احنا انتهينا من الدورة, هل تعتقد ان التوقعات الي كانت عندك قبل ماتبداء في الدورة تحققت او لا؟

سامر: تحققت بنسبة 45%

انتصار: ممتاز, كيف بنسبة 45% سامر؟

سامر:في حاجات كنت ناخد فيها في مدرسة اخرى وزدت راجعتها و في حاجات قصدي

انتصار: نجيبلك السؤال بطريقة ثانية؟

سامر: okay

انتصار: باهي انت كيف قيمت ان انت مثلا قلت توقعاتي الي انا قبل ما نخش الدروة ونبداء فيها كان عني توقعات وهالتوقعات بعد نهاية الدورة تحققت بنسبة 45% okay؟ كيف شن الي خلاك قلت ان النسبة الحاجات الي انا توقعتها ماتحققتش كلها تحققت فقط بنسبة 45% شن خلاك يعني تحط تقييمك هكي؟

سامر: ممكن لانها كانت فترة قصيرة بالنسبة ليا انا يعني كانت فترة قصيرة

انتصار: اوكى, يعني ان الفترة كانت قصير بالنسبة ليك, okay, سامر الدورة كانت والهدف من الدورة كان شني كان هي عبارة ..الدورة اصلا هي عبارة عن كانت عبارة هي الجانب العملي لتحضير درجة الدكتواره في في موضوع يبحث عن مدى فاعلية استخدام اللغة العربية ويقول ان اللغة العربية ممكن تكون اداة مهمة وفعالة لو استخدمناها كويس بحيث ان احنا انحسنوا من المحادثة او مهارة الكلام باللغة الانجليزية عند الطلبة الي هما يتكلموا اصلا عربي okay؟ سؤالي سامر هل وجدت انت ان استخدام اللغة العربية في الدورة ساعدك في ان انت تستوضح معاني بعض التعبيرات والتركيبات في اللغة الانجليزية؟ تكون اوضح يعني بالنسبة ليك؟

سامر: هدا شئ اكيد لانه اللغة الانجليزية لغتي الثانية ولتوصيل المعلومة اكثر ولاتقان المعلومة اكثر

انتصار: اوكى, هدا كان بالنسبة للغة الانجليزية, لكن احيانا هل تعتقد ان احيانا كنت نستخدموا في اللغة العربية نستخدم فيها انا نوضحلكم في شئ و احيانا انتو الطلبة بيناتكم احيانا واحد يسال الثني شن معنى هادي شن هادي باللغة العربية, هل تعتقد ان انا لما كنا نستخدموا في اللغة العربية في هداك المجال بالتحديد هل كان مفيد او لا؟

سامر: نعم مفيد لانه حتى يفهم الطالب معنى الكلمة

انتصار: باهي توا بما انك قلت بما يفهم الطالب معنى الكلمة سؤالي التالي حيكون هو عن توضيح معاني بعض المفردات الجديدة يعني كلمة تكون اول مرة تمر علينا جديدة , احيانا شن كنا نديروا سامر احيانا كنا نفسروا معنى الكلمة هادي الانجليزية الجديدة نعطيكم معناها ولكن مش بالعربي احيانا نشرح معناها بطريقة اخرى بالانجليزية واحيانا كنا نعطي في معنى اللغة معنى الكلمة عفوا على طول باللغة العربية , اي طريقة كنت تشعر معاها بالارتياح اكثر في تفسير معاني الكلمات هادوم؟

سامر: في توصيلها بالتدرج بالانجليزي وبالتالي ادا كان الطالب لم يفهم ويحتاج توضيح اكثر بالعربي

انتصار: اوكى سامر خلى نقولوا يعني بالنسبة ليك الاولوية في ايضاح معاني الكلمات كانت تكون المفروض بي عن طريق شرحها باللغة الانجليزية وفي حال لم يفهم الطالب ان هي ..

سامر: توضيح اكثر بالغة العربية

انتصار: سامر احيانا كنت نقوللكم لما يبقى في عندنا نقاش او اي شئ كنا نديروا في نقوللكم قول الجملة الي انتى تبي اتقولها بالانجليزي ولما توصل في الكلمة الي انت ماعرفتش اتقولها بالانجليزي قولها بالعربي , for example , I want to go to العيادة. لان انا مانعرفش كلمة عيادة بالانجليزي , هل تعتقد ان الطريقة اهيا او استخدامك للغة العربية في هاللحظات الي انت ماكنتش قادر فيها تعبر في اللغة الانجليزية استفدت منها؟

سامر: نعم , استفدت منها, كنت نستخدمها لما كنت مانعرفش اللغة الانجليزية

انتصار: وباهي من اي ناحية افاداتك؟

سامر: في تكوين الجملة بشكل صحيح , تبدا الجملة ناقصة بس واضحة

انتصار: لان احنا كنا نقولوا قول الجملة متاعك بالانجليزي ولما توصل للكلمة الي مش عارفها قول بالعربي واحنا حنساعدوك ونقوللك شن هو معناها بالانجليزي كيف اتقوله, هل كانت الطريقة هادي بالنسبة ليك مفيدة او لا؟

سامر: مفيدة

انتصار: ليش مفيدة ياسامر؟

سامر: ساعدت في ان تقول جملة اكبر واوسع وتكون حتى لحفظ الكلمات اكثر وكيف في speaking

انتصار: okay, سامر انت بالنسبة ليك الطريقة هادي كانت مفيدة في ان هي ساعداتك في تذكر الكلمات هدوم الي ماكنتش تعرفهم؟

سامر: نعم

انتصار: سامر سؤالي التالي هل تعتقد ان استخدام اللغة العربية ساعدك على تمييز اوجه الشبه والاختلاف بين اللغة العربية وبين اللغة الانجليزية؟

سامر: نعم , لانه بشكل عام في اختلاف كبير بينهما

انتصار: قصدي استخدام اللغة العربية ساعدعدك في ان انت تشوف الاختلاف اوجه الشبه والاختلاف بشكل افضل

سامر: نعم

انتصار: سامر, كان عندنا مجموعة نشاطات استخدمناهم في الفصل, كان عندنا القصة القصيرة الي كنا نستمعولها وبعدين نديروا عليها يطلب منا اعادة سردها بطريقتنا الخاصة, كان عندنا الي كنا انقوللوله group discussion ومناقشة احد المواضيع زي لما درنا على education و socializing , كان عندنا قصاصات الورق ويطلب منا ترجمة الجملة من عربي او من انجليزي لعربي , كان عندنا اختبارات السمع , كان عندنا المحاكاة وتقمص الادوار الي نديروا فيها , هل تعتقد ان كل هالانشطة الي كنا انيروا فيها كانت مفيدة او لا؟

سامر: طبعا كانت ممفيدة لان نتيجة عن دلك الكلام كان اكثر وتوضيح اكثر واستفدنا

انتصار: في اعتقادك كان في رتابة وملل في الانشطة الي استخدمناها او لا؟

سامر: بالعكس كان نشاط اكثر وووحيوية وفي مجهودات من الطلبة

انتصار: okay, سامر اي من هالانشطة هدوم الي ذكرتهم كنت ترتاح معاه اكثر؟ كنت تحبنا وتتمننا نديروه اكثر واكثر؟

سامر: group discussion

انتصار: ممتاز, يعني المناقشة مع الجماعة وطرح موضوع للنقاش؟ سامر هل تحس ان عندك ثقة كفاية ان انت تخوض حديث مع شخص اخر او تبقى تخوض نقاش مع اشخاص يتكلموا في موضوع؟

سامر: نعم عندي القدرة وبي بثقة كافية

انتصار: باهي, سؤالي التالي هل تعتقد ان ثقتك هادي ليها علاقة بتحسن مستوى اللغة متاعك او لا؟

سامر: شئ اكيد لما يكون عندك ثقة تكون شني نظرا لتحسن او وراها شني تحسن اللغة الانجليزية

انتصار: اوكى, يعني انت في اعتقادك سامر ان العلاقة بين زي مانقولوا مستوى اللغة متاعك ليه علاقة ايجابية على الثقة متاعك؟ يعني كل ما زاد تحسن اللغة متاعك كل ما زاد ثقتك لما تخوض حوار

سامر: ثقتك بنفسك

انتصار: سامر كان عندنا فصل وكانت الاستادة تشرح في المحاضرة, فى توزيع للادوار بين الطلبة في انشطة كنا نستخدموا فيها في وقت في عدد ساعات, هل كنت راضي عن طريقة ادارة الفصل او لا في كل شئ؟

سامر: نعم لان ماكانتش الابلة بس تعطي الادوار, كانوا حتى الطلبة يشاركوا في اعطاء الرائ

انتصار: سامر سؤالي توا انت دخلت معانا في الدورة وخلال الدورة حاولنا في بعض الاحيان ندمجوا هلبة طرق لتعليم اللغة الانجليزية من ضمنها هالطرق ان احنا لجئنا لاستخدام اللغة العربية بيش نوضحوا معاني بعض الكلمات بيش نوضحوا الفرق بين اللغتين بيش نوضحوا عدة امور, هل تعتقد في العموم لو اي حد حيجي يسالك من خلال تجربتك انت هل تعتقد انه دمج مثلا في حالتنا احنا مثلا لو في طالب مثلا يتكلم اللغة العربية وجاي يتعلم اللغة الانجليزية هل تعتقد انه انه من الضروري ان احنا نستخدم معاه احيانا اللغة العربية ندمجوها مع ضمن النشاطات الاخرى الي نستخدموها عشان نحسنوا من من مستوى الطالب في اللغة الانجليزية؟ هل تعتقد ان احنا المفروض نستخدموا اللغة العربية؟

سامر: لتحسين اللغة الانجليزية؟

انتصار: نعم

سامر: نعم شئ اكيد لان بغض النظر عن اللغة العربية حتى في اللغة الفرنسية في طلبة بيتعلموا اللغة الانجليزية بيضطروا يستخدموا اللغة الفرنسية

انتصار: ممتاز, قصدك انت , بالزبط انا اعطيتك اللغة العربية كمثال, okay قصدك انت سامر اي انسان بيتعلم لغة اخرى لازم يلجاؤا للغته الام لين

سامر: للتوضيح اكثر

انتصار: سؤالي الاخير ليك شن كان انطباعك عن الدورة او تقييمك للدورة هل انطباعك كان ايجابي, نوعا ما او سلبي وتقييمك لمدى الاستفادة متاعك لو اعتقدت او شايف ان انت استفدت منها الدورة؟ تقييمك بشكل عام للدورة.

سامر: كانت دورة استفدت منها كثير وتمنيت انها كادة مدة اطول لنتعلم اكثر لان اختلف فيها العطاء ووجهات النظر وفي عدة طرق لكسب اللغة

انتصار: okay, سامر سوالي هل تعتقد ان انت, سؤالي حيكون بصراحة هل تعتقد ان لغتك الانجليزية كمحادثة قصدي هل تعتقد انها تحسنت قبل الدورة عن بعد الدورة؟

سامر: بعد الدورة تحسنت اكثر لان كانت في حوارات داخل الفصل وكان الوقت كافي

انتصار: باهي okay, انت قلت تحسنت ؟ شن الي يخليك حسيت ان لغتك الانجليزية والكلام متاعك تحسن؟

سامر: لان بعض المواضيع لما كنت ناخدها هنا في مدارس لغة في South Africa وكنت ناخد فيها مع الدكتورة انتصار زادت وتحسنت اكثر وكنت نطبق عملي بعد ما ناخد الدرس كنت نطبقه عملي

Appendix 14: Transcript of Tawfiq's Interview

انتصار: ليش اخترت اتجي لجنوب افريقيا توفيق؟

توفيق: جنوب افريقيا اخترتها انا لان التحصيل العلمي فيها ممتاز

انتصار: يعني هدا كان سبب اختيارك

توفيق:ايه بالزبط. والمدينة وزد على ذلك ان الجو حتى طبيعة الجو متقارب من الجو الي عندنا

انتصار: ممتاز, طبيعة الجو في بلادكم؟

توفيق : ايه

انتصار: تمام, توفيق متى كانت اول مرة حسيت فيها برغبة في تعلم اللغة الانجليزية مش بديت تعلمها هكي جاتك رغبة قلت نفسي نتعلم اللغة الانجليزية

توفيق: من فترة مش من توا فترة طويلة

انتصار: تقريبيا؟

توفيق: من سن الطفولة كان عندي فيها رغبة

انتصار: okay, باهي شن الي ممكن تعتقد انه خلى عندك رغبة ان انت تتعلم اللغة الانجليزية؟

توفيق: باعتبارها اللغة الام لغة العالم هي مش اللغة الام بالنسبة ليا انا ولكن لغة العالم

انتصار: okay, باهي توفيق هدا اول مرة حسيت فيها برغبة في بدت عندك نية زي مانقولوا ان انت تتعلم اللغة الانجليزية ولكن متى كانت اول مرة فعلا بديت فيها تتعلم في اللغة الانجليزية ؟

توفيق: بالفعل اول مابدي نتعلم فيها اللغة الانجليزية في 2009/2008 في شركة اشتغلت في شركة وكنت نتعامل مع اجانب

انتصار: فاضطريت ان انت تتعلم اللغة الانجليزية؟

توفيق: ايه اضطريت

انتصار:باهي علي ايدين من تعلمت الانجليزية اول مرة؟ من الي علمك الانجليزية؟

توفيق: مهندس معاي ليبي من بنغازي مهندس معاي وضف على ذلك

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انتصار: يعني هدا كان اول شخص يعلمك اللغة الانجليزية؟

توفيق: زد على دلك ان ديما كانت معاملتي مع مهندس بلغاري كانت معاملتنا ديما مع بعضنا

انتصار: okay يعني هدوم الاثنين نقدروا نقولوا؟

توفيق: نعم هدوم الاثنين

انتصار: باهي توفيق توا بنسالك سؤال في العموم هل تعتقد ان تعلم اي لغة بغض النظر تعلم لغة انجليزية تعلم لغة يعني بدل ماييبقى الواحد يتكلم لغة وحدة يبقى يتكلم لغتين او ثلاثة, هل تعتقد ان هو حاجة اساسية او مهمة في وقتنا الحاضر؟

توفيق: لا مهمة جدا

انتصار: ليش؟

توفيق: لان الانسان حتى بالنسبة لينا احنا في ليبيا لانه بيدخل عليك اكثر من جنسية, عندنا اكثر من جنسية في ليبيا فبتضطر انا صار في موقف في طرابلس غادي مشيت انا وصاحبي ,صاحبي عنده انجليزيته كويسة كنا في مكتبه في شارع الوادي , قعدت انا في السيارة وقعد هو ياخد في حاجات من مكتبه شفت واحد اجنبي كل مرة توقف عليه تاكسي توقف عليه تاكسي قصدي ويمشي التاكسي شن المشكلة والراجل اجنبي , لما طلع صاحبي قلتله هذا يوقفوا عليه التاكسيات ويمشوا شن المشكلة ؟ قالي هيا برا اوقف عليه. وقفت عليه وعموما ساله هو. شن هو طلع يبي حاجة بسيطة يبي الميناء .

انتصار: وماحدش فهم شن يقوله!

توفيق: وماحدش فهم شن يقوله! اشكالية هادي قصدي

انتصار: قصدك انت يعني توفيق نقدروا نقولوا ان فكرتك باعتباره ان العالم بدي منفتح على بعضه صار من الضروري بيش تتواصل

توفيق: تتواصل مع الاخرين لازم يكون عندك اللغة وعلى فكرة الولد هدا عنده بوه عنده سبع لغات

انتصار: ما شاء الله, باهي توفيق توا انت قلت انك لما بديت تتعلم في اللغة الانجليزية من تقريبا 2008/2009 وانك قلت انه مهم جدا مثلا بالنسبة ليك تشوف ان اللغة الانجليزية هي لغة العالم , باهي وانت حاليا تتعلم وتعلمت بالاحرى اللغة الانجليزية, هل تعتقد ان حس الانتماء عنك توفيق وطنيتك عروبتك تتاثر في حال ان انت تعلمت لغة ثانية؟

توفيق: لا بالعكس هادي ثقافة وبالنسبة للانسان الثقافة لازم يتعلم اكثر من لغة , هادي ثقافة ترجعلك انت

انتصار: باهي توفيق في مرة قلتلي ان انت تعرف تتكلم فرنساوي والاسباني وشوي سواحيلي؟

توفيق : لا الهاوسة

انتصار: الهاوسة عفوا, باهي انت وتوا بادي تتعلم في اللغة الانجليزية, باهي هل تعتقد ان انت حاليا مع اللغة الانجليزية حتبداء تتكلم 5 لغات, هل تعتقد ان حسك زي ماقلتلك انتمائك عروبتك تاثرت او تغيرت او اي شئ؟

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توفيق: لا بالعكس انت ممكن تفيد غيرك حتى مثلا الجنسيات التانية الي ماعندهمش لغة عربية تقدر انك توصلهم المعلومة

انتصار: توفيق سمعت عن الدورة وسمعت عن اهداف الدورة متاعنا , سؤالي ليك توفيق توا شن هو السبب الي خلاك تبي تشارك في الدورة؟

توفيق: تحسين المستوى العلمي تحسين المستوى العلمي ونزيد نستفاد اكثر

انتصار:المستوى العلمي بخصوص شني؟

توفيق: بخصوص اللغة وتحسينها للافضل.

انتصار: توفيق طبعا زي ماقلتلك سمعت عن الدورة ورغبت في ان تشارك ووو حكيتلكم انا عن توجهات الدورة وان تركيزها حيكون على المحادثة , باهي انت هكي اول ماسمعت وشرحتلكم عن فكرة الدورة شن هو الي توقعاته, هكي كانك في حاجة مثلا انك قلت انا بنشترك في الدورة لاني مع نهاية الدورة ممكن حنكون حصلت كدا وكدا, شن هي الاشياء الي انت توقعاتها يا توفيق قبل مانبدوا في الدورة بمجرد ماسمعت عن الدورة؟

توفيق: والله بمجرد ماسمعت عن الدورة وصلتني المعلومة وقالولي الدكتورة من نفس البلاد قصدي من نفس الدولة متاعي قلت هادي راح نستفاد منها اكثر

انتصار: ليش بتستفاد منها اكثر توفيق؟

توفيق: باعتبار انها بتوصلي المعلومة بتوصلي المعلومة بطريقة اسهل

انتصار: توفيق تمام , باهي بنسالك توقعت ان انت حتستفيد اكثر اوكى؟ باهي بنسالك توا بعد ماكملت الدورة شن تعتقد هل تعتقد ان التوقع الي كان عندك ان انت قلت انا حنستفيد اكثر لان الدكتورة تتكلم زيني نفس اللغة معناها حتقدر توصلي المعلومة بشكل اسهل, هل تحقق التوقع متاعك هدا او لا؟

توفيق: لا الحمد لله تحقق واكثر مما كنت نتوقع انا نتوقع باعتبار الحمد لله توا ملم هلبة بهلبة امور

انتصار: ممتاز , باهي توا في الاسئلة هادي الجاية الثلاثة او الاربعة حتكون في صلب موضوع الدورة متاعنا توفيق , واول سؤال ليك بنسالك عن استخدام اللغة العربية , هل وجدت توفيق في استخدام اللغة العربية لما كنا نستخدموا فيها في الدورة كانشطة معينة طبعا مش كل الانشطة كانوا باللغة العربية طبعا في بعض الانشطة ماكانش يسمحلكم فيها باستخدام اللغة العربية , قصدي هل وجدت في استخدام اللغة العربية عامل مساعد ساعداتك في ان انت تتوضحلك او تتبينلك معاني بعض التعبيرات والتركيبات في اللغة الانجليزية ؟

توفيق: ايه for example قصدك تعبريات؟

انتصار: ايه زي مانقولوا مثلا حتى مفردة جديدة مثلا, لما نتعلموا كلمات جديدة ومثلا ؟ في بعض الاحيان كنت نعطيكم معناها او حتى انتوا الطلبة عرفت؟ ناخدوا معناها زي مانقولك احيانا نعطيكم المعنى متاعها باللغة العربية واحيانا لا زي مانقولوا نوضحها ليكم باللغة الانجليزيةهل تعتقد اني كنت لما نوضحكم معنى لما تجي اول مرة كلمة انت تلاقيها

ماتعرفهاش انت اول مرة تمر عليك توفيق كنت زي مانقولوا احيانا نعطيك معناها نوضحلك معناها باللغة العربية يعني نقولك كلمة كدا معناها كذا بالعربي او مقابلها كدا بالعربي , او مثلا زي ما نقولوا نقولك زي لما خدينا العبارة متاع for example, I was about to leave لما قلتلكم شن معناها, معناها انا كنت على وشك اني نغادر , هل تعتقد ان اني لما استخدمت مع بعض سواء لما كنت نستخدم فيها انا كنت اللغة العربية او لما كنتوا انتو تتكلموا مع بعضكم بيش تسال زميلك مثلا شن معنى هادي وشن معنى هادي ويرد عليك, هل تعتقد انها كانت مفيدة بالنسبة ليكم او لا؟

توفيق: اكيد لان انت ممكن في حاجة كانت غايبة عليك ومرات في في جمل في الانجليزية قصدي مش نفس ماتكتب نفس ماتنطق. ومرات تصعب عليك حتى في الترجمة في ان انت ترجمها الا تكون حد يبترجم بيعطيهالك

انتصار: بيعطيك معناها؟

توفيق: بيعطيك معناها بالزبط لكن مش كل الكلمات لازم تترجم بالعربي

انتصار: بالزبط, مش كل الكلمات لازم ترجمها بالعربي , لكن هل شايف انت احيانا المفروض تكون فيه ترجمة بالعربي او لا؟

توفيق: والله ممكن تضطر مرات بعض الاشياء لازم ترجمها بالعربي لازم

انتصار: ليش؟

توفيق: لاا في كلمات زي ماقلتلك تكتب ولا تنطق في اللغة الانجليزية

انتصار: باهي توفيق هل تعتقد ان استخدام اللغة العربية ساعدك في ان انت تعبر عن الافكار الي عندك وتعبر عن نفسك لما ماكنتش تلاقي التعبيرات لما ما كنت تبي تقول كلمة لكن ماتعرفش كيف تقولها باللغة الانجليزية؟ تتفكر لما قلنا لما كنت نقوللكم قولوا الجملة كلها الي تبوا تقولوها باللغة الانجليزية ولما توصلوا للكلمة الي انتو مش عارفينها قولوها بالعربي وانا وزمايلكم الموجودين نساعدوكم فيها زي مانقولوا , حنقوللولكم كيف تقولوها بالانجليزي, هل تعتقد ان الطريقة هادي كانت مفيدة او لا؟

توفيق: اكيد

انتصار: ليش؟

توفيق: انه بيش حتى الكلمة اليكانت غايبة عليك انت قصدي اضيفها بعدين اضيفها عندك قصدي . انت قلت جملة وناقصة فيهاا

انتصار: مثلا كلمة او اثنين قلتهم بعدين انت بالعربي

توفيق: بالزبط قلتهم بعدين انت بالعربي , بعدين انت بضيفهم بعد انت بتقولهم بالعربي ويترجموهالك بالانجليزي بيضيفها الي معلوماتك تحط عليها زي مانقولوا خطين

انتصار: ممتاز قصدك بتحط تحتها خطين معناها الكلمة هادي

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توفيق: الكلمة هادي كانت غايبة عليك ومعاش بتنساها

انتصار : ومعاش بتنتسى والا لا

توفيق: وبضيفها لمعلوماتك

انتصار: ممتاز يعني لما بيجي موقف اخر تحتاج فيه لان انت تستخدم هالكلمة حتبداء

توفيق: حتدكرها , على طول حتدكرها

انتصار:, باهي توفيق شوف كان عندنا في في هلبة انشطة درناهم في الفصل , كان عندنا لما نعطي فيكم في قصاصات الورق ويطلب منكم ترجموا من عربي لانجليزي او من انجليزي لعربي , احيانا كنت انديرلكم في املاء , كانت في عندنا اختبارات السماع لما كنا نسمعوا في حاجات ونقوللكم كملوا كان عندنا المحاكاة وتقمص الادوار يعنى كان احنا في محل مثلا كنا احيانا انديروها كاملة بالانجليزي واحيانا نقوللكم لا اثنين دار روحهم يتكلموا, واحد يتكلم انجليزي واحد يتكلم عربي واحد على اساس يتكلم اللغتين ويبقى كانه في مترجم بيناتهم كان عندنا احيانا نسمعوا قصة قصيرة ويطلب منا بعدين ان نحنا نتكلموا بالانجليزي عن شن فهمنا من هالقصة , كنا احيانا نطرحوا في مواضيع للنقاش, لو تتفكر مرة لما تكلمنا عن التربية التعليم education ومرة لما تكلمنا عن الواحد يكون اجتماعي , هل تعتقد ان هالانشطة كانت مفيدة الي استخدمناها في الدورة؟

توفيق: اكيد لان هذا يعتبر practice بالنسبة لينا نحنا يعتبر practice وتوا في الوقت الحالي عندنا تجربة احنا حتى يصير موقف قدامك نفس تقعد تدكره الحوار الي درناه

انتصار : باهي توفيق من هادي الانشطة الي كنا نستخدموا فيها كلها , شن هو اقرب نشاط كان الي قلبك وتقول ياريت ديما نستخدموه والاحب فيهم على قلبك؟

توفيق: الانشطة كلها كانت حلوة لكن الانشطة الي كنا نستعملوا فيها كلها لان كنا نستعملوا فيها بصفة دورية

انتصار : لكن انت هكي اكيد كان عندك واحد نشاط معين لما كنا نستخدموا فيه كنت تحبه اكثر من التانيين وتفضله اكثر من التانيين الي هو؟

توفيق: متاع practice متاع المستشفى مثلا

انتصار: قصدك زي ماتقول المحاكاة وتقمص الادوار

توفيق: المحاكاة ايوه وتقمص الادوار كيف البنك وكيف

انتصار: يعني لما كنا نطبقوا فيها عملي

توفيق: نعم لما كنا نطبقوا فيها عملي لان هادوم استعمالات يومية

انتصار: باهي ليش كنت تفضل هدا اكثر شئ ياتوفيق؟

توفيق: هدا حاجة اساسية في الحياة

انتصار: قلت لان هي

توفيق: حاجة اساسية في الحياة

انتصار: الي هي اصلا الممارسة

توفيق: الممارسة بالزبط

انتصار:okay, توفيق توا بنسالك شئ هل تحس في نفسك ثقتك في نفسك ان انت زي مانقولوا توا تطلع للشارع في ان انت تلاقي مجموعة تخوض في حوار ان انت تخوض حوار معاهم, تتناقش مع حد , تتواصل مع اي حد في الشارع؟ هل تحس في ان انت توا ثقتك كفاية في ان انت تتواصل هكي مع الاخرين؟

توفيق: اكيد, توا قصدي زادت عن قبل

انتصار: شن السبب في ان ثقتك تحسها زادت؟

توفيق: لان انت ضفت معلومات جديدة معلومات جديدة معناها الي هدا توا تقدر تتحاور مع

انتصار: قصدك ضفت معلومات جديدة بخصوص؟

توفيق: قصدي بعد الدورة ضفت معلومات جديدة واستفدت منها لذلك تقدر توا تتحاور مع اي شخص

انتصار: قصدك كلغة؟

توفيق: ايه كلغة

انتصار: معناها سؤالي بيكون واضح وصريح توفيق, هل تعتقد ان ثقتك في نفسك زادت لان مستوى اللغة عندك تحسن؟

توفيق: اكيد , لان مستوى اللغة تحسن

انتصار: okay, توفيق توا بنسالك سؤال, هل انت كنت راضي عن طريقة ادارة الفصل؟ شن نقصد بادارة الفصل يعني زي مانقولوا طريقة شرح المدرسة للحصة,طريقة توزيع الادوار بين الطلبة, الوقت الي يعطى لكل طالب في انه هو يتكلم, انواع الانشطة الي كنا نختاروا فيها هدوم الي سميتهم ليك كلهم, هل الزمن متاع الحصة, هل انت كنت راضي او لو ماكنتش شن هي الحاجة الي زي مانقولوا تكون انت تقول اها لو انها اندارت بالطريقة هكي راهو كانت اكثر فاعلية ويعني اعطت مردود اكثر؟

توفيق: بالنسبة للدورة كانت رائعة لكن التوقيت مايناسبش المفروض يكون التوقيت في الصبح, الصباح هو ويكون الزمن اكثر شوي هكي

انتصار: يعني انت تشوف ان توقيت الدورة بدل ماكان في فترة الظهر كان المفروض يكون في الفترة الصباحية؟

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توفيق: بالاضافة للوقت. الوقت مش عارف ما

انتصار: معلش باهي الوقت هل تقصدي فيه مدة الدورة كلها متاع الستة شهور والا تقصد فيه زمن المحاضرة نفسها؟

توفيق: ايه زمن المحاضرة نفسها

انتصار: قصدك يكون اكثر من ساعة ونصف والا كيف؟

توفيق: هي المفروض يكون ساعتين بالاضافة انا وهو حسب الضروف ولو تكون بشكل يومي كان يعطي اكثر

انتصار: يعني انت كنت تعتقد ان الدورة كانت المفروض تكون يوميا وكانت تكون المفروض تكون في الفترة الصباحية وكانت المفروض زمن المحاضرة يكون ساعتين بدل ساعة ونصف؟

توفيق: ايه

انتصار: توفيق اي تعليقات اخري؟ فيما يخص طريقة اعطاء المحاضرة , طريقة اعطاء الاستادة للدرس, الانشطة الي كنا نستخدموا فيهم ؟ كنت راضي عنها انت؟

توفيق: كنت راضي عنها

انتصار : باهي توفيق توا بنسالك من خلال تجربتك الي توا شفتها. انت توا اشتركت في الدورة الي اسمترت تقريبا لمدة ستة شهور من شهر يناير لشهر يونيو , وطبعا شفت كيف استخدمنا الدورة والفترة متاعها وكدا, توفيق وطبعا انت تعرف ان الاساس متاع الدورة كان الهدف منها هو التحقق من مدى فاعلية اللغة الام والي في حالتنا احنا كانت اللغة العربية في انا احنا نحسنوا من مستوى المحادثة عند الطلبة العرب , مش العرب بالاحرى الي يتكلموا اللغة العربية لما يبوا يتعلموا اللغة الانجليزية , هل تعتقد ان تجربتك كانت ايجابية توفيق؟
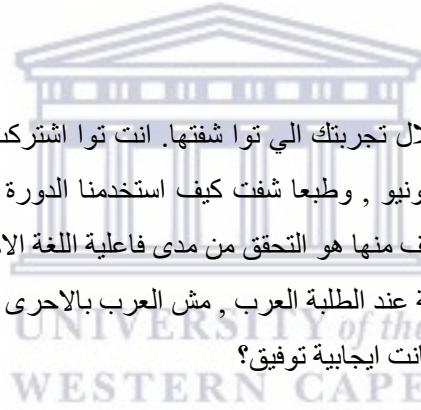
توفيق: بالتاكيد

انتصار:تجربتك كانت ايجابية ؟ قلت بالتاكيد توا انا بنسالك في العموم توفيق من خلال تجربتك انت, هل تعتقد لو يجوا ويسالولك عن وجهة نظرك ويقوللوك توفيق شن وجهة نظرك في ان اي course لتعليم اللغة الانجليزية, ان احنا ندرجوا فيه اللغة العربية , يعني لما نجي نعلمك كطالب نعلمك اللغة الانجليزية نحاول احيانا ندخل بعض الانشطة ونفهمك بعض الامور باللغة العربية؟ هل حتوافق على حاجة زي هكي او حتقوللهم لا ماعاش نبوا نستخدموا لغة عربية نهائي في الفصل, ماتستخدموهاش لانها كانت حاجة غير مفيدة.

توفيق: لا نوافق باعتبار ان المتحدث باللغة العربية عكس الي يتحدث باللغة الانجليزية وعايش في اللغة الانجليزية نفسها في اختلاف مع اللغة العربية ولازم في كلمات بياخدها بالعربية

انتصار: يعني قصدك انت في بعض الامور مش حيقدر الطالب يفهمها الا في حال شرحت او اعطيت معانيها باللغة العربية؟

توفيق: نعم اعطيت معانيها باللغة العربية

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انتصار: انا توا باهي بنسالك توا انت هدا عن اللغة العربية , لكن لو بنسالك عن العموم يجوا يسالوك علماء اللغة في العموم مثلا يجو ايقولولك , انت توا بالنسبة ليك اللغة العربية الام باهي؟ يعني course الي تفضله انه يكون فيه لتعليم اللغة الانجليزية ولكن تدمج فيه اللغة العربية باهي؟ لو بيجو بيسالوك طالب اللغة الام ليه هي اللغة زي مانقولوا لغته الام اللغة الفرنسية, ويبي يتعلم اللغة الالمانية, هل توافق لو يقولولك احنا بنديروا لي هالطالب او هالطلبة course بنعلموهم اللغة الالمانية ولكن في نفس الوقت بندخللولهم فيه اللغة الفرنسية لان هي لغتهم الام؟

توفيق: نوافق اكيد

انتصار: ليش؟

توفيق: تسهل عليهم حتى كيفية الاستيعاب متاع اللغة التانية اللغة الالمانية . تسهل عليهم الاستيعاب لانها صعبة شوية

انتصار: باهي توفيق معناها نقدر انا ناخد منك معناها في العموم ونقولوا ان كلامك يقول ان انت تايد فكرة استخدام اللغة الام متاع الطالب بغض النظر عن انا احنا عربي اي طالب لغته الام يستخدموها ليه بيش يعلموه لغة اخرى

توفيق: نأيد

انتصار: باهي سؤالي الاخير توفيق سؤالي الاخير شن هو انطباعك العام عن الدورة كلها , كل شئ فيها وهل كان انطباعك زي مانقولوا ايجابي, سلبي او نوعا ما؟ وشن تقييمك لمدى الاستفادة الي حصلتها من الدورة لو كنت تعتقد انه حصل استفادة ؟

توفيق: بالنسبة للدورة كانت ايجابية جدا ورائعة. استفدنا منها لو انا درسنا في مدرسة انجليزية ماكناش حنستفاد بنفس الطريقة الدورة هادي

انتصار: ليش توفيق؟

توفيق: ليش باعتبار انه في اشياء مش حيعطوهالك هم كيف مثلا بيعطيها المدرس بالعربي عكس بالانجليزي مش حيعطيهالك , ممكن يعطوك امور وانت تستوعبها او لا هادي حاجة تخصك

انتصار: توفيق, هل تعتقد انه استفدت من الدورة, باهي كيف تحس في روحك استفدت؟

توفيق: من خلال تجربتي توا كيف توا نمشي للجامعة او المستشفى او السوق او المصرف , قصدي الكلمات كلها نلقى فيها متداولة, الكلمات الي خديتها كلها نلقى فيها متداولة

انتصار: كويس, يعني انت توظف في كل الي كنت تتعلم فيه في الدورة لما تطلع للشارع . باهي توفيق, توا بنسالك سؤال , انت اول ماجيت كنت تمشي بروحك للاماكن اهيا زي مانقولوا مثلا للمستشفى للبنك

توفيق: لا اول ماجيت لا , الا حاجة زي shopping مثلا حاجة زي هكي لكن لما بتمشي بدير حاجة رسمية في الجامعة او بتقدم اوراق او بتمشي للمستشفى لازم بترفع معاك حد تاني

انتصار: اوكى, هدا كان في الاول توفيق, وحاليا؟

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توفيق: حاليا ما شاء الله مافيش مشكلة وتمشي الامور ان شاء الله,

انتصار: قصدي تطلب في حد تقوله تعال ارجوك امشي معاي مثلا؟

توفيق: لا في الوقت الحالي لا. نمشي ونقضي في اموري كلها

Appendix 15: Transcript of Nabeel's Interview

انتصار: ليش اخترت اتجي لجنوب افريقيا نبيل؟

نبيل: طبعا لانها ناطقة باللغة الانجليزية وانا عندي رغبة شديدة لتعلم اللغة الانجليزية

انتصار:اوكى ,قلت اثرت نقطة رغبة وهدا سؤالي التاني , نبيل متى كانت اول مرة حسيت فيها برغبة بس مش بديت تتعلم وقلت بينك وبين نفسك نفسي نتعلم اللغة الانجليزية؟ متى؟

نبيل: ايام ندرس في المعهد

انتصار: تقريبيا؟

نبيل: يعني في 2008 لان الدكتور كان يخاطب فينا ببعض المصطلحات باللغة الانجليزية فكنا نواجه صعوبة يعني

انتصار: يعني نقدروا نقولوا ان هديك المصطلحات الي كان يعطيلكم فيها الاستاد هي الي خلت الرغبة عندك تتولد في ان انت تتعلم اللغة الانجليزية؟

نبيل: اكيد

انتصار: باهي هديك كانت اللحظة الي تمنيت فيها ورغبت فيها ان انت تتعلم اللغة الانجليزية, لكن نبيل متى فعلا كانت اول مرة تتعلم فيها اللغة الانجليزية؟ بديت تدرسها يعني؟

نبيل: اول مرة في 2013, في ليبيا خديت دورة في معهد خاص وكانت المعلمة عربية طبعا ولكن تتكلم اكثر من لغة وكانت تجيد اللغة الانجليزية فبديت من الصفر من starter

انتصار: معناها الي كانت تعطي فيك الي قراتك اول مرة كانت ليبية او عربية؟

نبيل: كانت سورية

انتصار: كانت سورية, وفي ليبيا او في خارج ليبيا؟

نبيل: في ليبيا

انتصار: okay, نبيل انت قلت ان انت تتمنى تتعلم اللغة الانجليزية, كان عندك رغبة وحاليا انت من 2013 تتعلم في اللغة الانجليزية, نبيل هل تعتقد ان تعلم اي لغة من غير لغتك الام مثلا في حالتك انت اللغة العربية, اي لغة انجليزي فرنسي اي لغة هل تعتقد انها شئ مهم؟

نبيل: حسب رغبة الشخص , يعني حسب الحاجة اليها مثلا, في مثلا شخص يرغب في انه يتعلم اللغة الانجليزية في سبيل العلم والبحث وفي الي يرغب في اللغة الانجليزية في سبيل العمل مثلا, في الي يرغب اللغة الانجليزية ثقافة, بمجرد انه يوصل ثقافته للعالم الثاني والعالم الثاني هو بيستفيد من ثقافاتهم

انتصار: تمام, لكن انا سؤالي ليك توا نبيل في العموم هل تعتقد انه اصبح من الضروري انه شخص في هالعالم الي اصبحنا موجودين فيه في الوقت الحاضر انه من المهم انه الواحد يتعلم لغة اخرى؟

نبيل: نعم جدا مهمة في العصر الحالي واكثر من لغة لانه ممكن الانسان يعني يقراء في مؤسسة او يشتغل في مجال عمل فيكون الموضفين او الناس الي في جنبه يعني اربعة او خمسة ثقافات مختلفة يعنى , فمن المهم جدا ان الانسان يتعلم اللغات الاخرى

انتصار: معناها حتى انت ترجع لفكرة زي مانقولوا كون العالم اصبح زي القرية الصغيرة؟

نبيل: نعم خليط

انتصار: ممتاز , باهي نبيل قلت باهمية تعلم مش بس لغة اكثر من لغة وقلت وان انت حاليا تتعلم في اللغة الانجليزية من سنة 2013 , باهي نبيل هل تعتقد ان تعلمك للغة الانجليزية هادي اثر على هويتك كمواطن , اثر على عروبتك او انتمائك؟

نبيل: ابدا , بالعكس

انتصار: ليش؟

نبيل: زادت عروبتي ووطنيتي اكثر لما تعلمت اللغة يعني لما نتحاور انا وشخص يتكلم اللغة الانجليزية على سبيل المثال وانا عندي بعض من اللغة الانجليزية, انا نفرح جدا لما نوصله ثقافتي ونفهم منه ثقافته هو

انتصار: ممتاز, نبيل سمعت عن الدورة وحكيتلكم عن توجهات الدورة وان التركيز حيكون عن عن مادة عن جزئية المحادثة ومحاولة تحسينها لدى الطلبة الناطقين باللغة العربية عشان يقدروا يتكلموا لغة انجليزية, شن كان الدافع متاعك عشان تشترك في الدورة نبيل؟

نبيل : يعني اكثر من دافع . الدافع الاول اول شئ لتحسين اللغة الانجليزية

انتصار: تمام

نبيل: كمحادثة بالدرجة الاولى , كمصطاحات علمية بالدرجة الثانية , ولما سمعنا ان الاستادة ليبية ونفس ثقافتنا احنا فابامانة قعدنا متشوقين من شهر سبعة وشهر ثمانية لغاية شهر واحد, انا احنا نباشروا في الدورة يعني

انتصار: باهي شن السبب بالتحديد ؟ ليش شن الدافع الي خلاك تتشوق لما عرفت ان الاستاد الي حيعطي المحاضرة الدورة ليبي وزي مانقولوا يتكلم ويشاركك نفس اللغة؟ شن الي خلاها شئ مختلف بالنسبة ليك؟

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نبيل: مختلف ان هو نفس الثقافة , نفس ثقافتنا ونفس لغتنا, فكنت واثق اني انا حنستفيد منه اكثر من teacher التاني لان الثقافة نفس الثقافة واللغة , الدورة كانت فيها ممكن بعض باللغة العربية وبعض باللغة الانجليزية فهدا الشئ الي خلانا انا نحنا نستمروا في الدورة

انتصار: ممتاز, نبيل لما بديت زي ما انقولوا في الدورة ولما سمعت عنة الدورة ورغبت في ان انت تشترك في الدورة , اول ماسمعت عن الدورة تكونت عندك توقعات, وقلت بعد انا مانشترك في الدورة والدورة تكمل اعتقد ان انا المفروض زي ما نقول بنحصل كدا وكدا, شن هي توقعات الي كانت في بالك نبيل قبل ماتبداء الدورة؟

نبيل: اني انا نتكلم لغة انجليزية كويس اكثر شئ يعني بالدرجة الاولى

انتصار: كنت متوقع ان لغتك الانجليزية حتتحسن؟

نبيل: نعم

انتصار: باهي نبيل, دورتنا كانت من شهر يناير لغاية شهر يونيو,تقريبا انقولو ستة اشهر بالعطلات weekends وكدا,هل او لاي مدى تعتقد ان هالتوقع الي كنت حاطه انت في بداية الدورة تحقق في نهاية الدورة او لا؟

نبيل: تقريبا يعني الي كنت نطمحله وصلت الي 65 او 70%

انتصار: اوكى يني هادي النسبة الي تعطيها؟ ممتاز ممتاز نبيل

نبيل: ايه

انتصار: باهي نبيل توا بنسالك , انت زي ماقلت اشرت لان الدورة كانت عن فيها استخدام للغة العربيو واستخدام اللغة الانجليزية في نفس الوقت توا اسئلتي حتكون في محور الدورة نفسها الي هيا كان فيها, كان الهدف منها الدورة هو التحقق من مدى فاعلية استخدام اللغة العربية استخدام اللغة الام الي هي في حالتنا احنا اللغة الام اللغة العربية في ان هي تساعد في تحسين المحادثة عند الطلبة الي يرغبوا في تعلم اللغة الانجاليزية؟ سؤالي ليك نبيل هل وجدت في استخدام اللغة العربية عامل مساعد في امه هو يوضحلك معاني بعض العبيرات والتركيبات في اللغة الانجليزية؟

نبيل: نعم يعني وجدت انا بعض المصطلحات يجب ان توضح باللغة العربية لزيادة الفهم , استخدام اللغة العربية فالدورة الانجليزية مهم جدا للطلبة يعتبروا المبتدئين او المتوسطين

انتصار: اها, بالزبط نبيل, ليش المبتئين والمتوسطين نبيل؟ ممتاز, ليش تعتقد انه المفروض ندخلولهم اللغة العربية مثلا؟ (توقف) لو كانوا عرب قصدي لو كانوا يتكلموا باللغة العربية؟

نبيل: ايه فهمتك لان يعنى من الصعب عليهم جدا انه من الصفر يخشوا للغة الاجليزية يعنى ولا مصطلح مثلا بنفس لغتهم يعني صعب جدا وحتطول عليهم المدة وفي مصطلحات حتعطي معاني مختلفة حيفهموها ممكن بطريقة اخرى ومش حيقروا يستخدموها , ولكن النقطة ان الاستاد يتكلم بعض الكلمات يوضحهم باللغة العربية لزيادة الفهم ان هادي الكلمة تستخدم الي كدا وان هادي تستخدم الي كدا

انتصار:, نبيل سؤال اخر, هل وجدت ان استخدام اللغة العربية ساعدك في استيضاح معاني بعض المفردات الجديدة, يعني مفردة اول مرة تمر علينا, احيانا كان زي ماقولوا يعطوا معنى المفردة باللغة العربية على طول مثلا نقولوا appointment معناها موعد وانتهينا sorry I was about to leave وين, يعنى زي مانقولوا كنت نقوك معناها على طول كنت على وشك, هل تعتقد او احيانا كنت لما نقولك appointment كنت مانقولقش موعد كنت نقولك مثلامتى تبي اتشوفه يعني نعطيها ليك بالهطريقة, اما كنت تعتقد بالنسبة ليك نبيل الطريقة افضل وقدرت تفهم معاها اكثر معنى الكلمة وتستوعب معنى الكلمة اكثر لما كان يعطوك معناها على طول بالعربي او لما يشرحلك معناها زي مانقولوا اللفظة بالانجليزي؟

نبيل: لا لما كانت تعطى بالعربي

انتصار: ليش نبيل؟

نبيل: لانه طول المعلومة نفهمها ان هادي الكلمة تستخدم الى مثلا موعد الى مثلا مع دكتور او الى مثلا مواصلات او شئ من هذا القبيل يعني فكانت اسهل طريقة وعلى طول يعني ان الكلمة هادي معناها باللغة العربية كدا, لان انا يعني الطالب already عنده بعض الكلمات وبعض الجمل لكن في بعض الكلمات غامضة يعني فلما الاستاد يوضح معنى الكلمة هادي ممكن تستخدمها ففي حال لما تكون مسافر وهادي تستخدمها في حال المصرف فقط , هادي تستخدمها في حالة الجامعة ولما انت بتحجز مع كدا , فكان نقطة مهمة جدا للفهم و لان الطالب يسهل على نفسه انه يحفظ اكثر من كلمة

انتصار: ممتاز, نبيل سؤال اخر, هل وجدت ان استخدام اللغة العربية احيانا كنت نشرحلكم في القواعد زي مانقولوا بغض النظر مثلا ساعدك في تمييز اوجه الشبه والاختلاف بين اللغة لعربية واللغة الانجليزية؟

نبيل: عاودي السؤال لو سمحتي

انتصار: okay, استخدمنا اللغة العربية احيانا زي لما تقول نستخدموها نستخدموها لما نحكوا عن قواعد معينة ونقوللكم هذا كدا وهذا كدا , نشرحهم ونميز بيناتهم زي مانقولوا, هل وجدت في استخدام اللغة العربية لما كنت نشرحلك فيها مثلا بي هالطريقة, او مش بالضرورة على فكرة لما نقولك استخدام اللغة العربية نبيل مش بالضرورة انا بس لما نستخدم فيها ونوضحلكم, حتى انت احيانا لما تستخدمها مع زمايلك تستوضحوا فكرة معينة, اتقوله شن معنى هادي وهو يرد عليك , مثلا هو يسالك شن معنى وتوضحوها لبعض, هل وجدت ان هي ساعدتك على ان انت تميز اوجه السبه والاختلاف بين الغتين, اللغة العربية تشبه الغة الانجليزية في الحاجة هادي, لا قاعدة اللغة العربية تختلف عن قاعدة اللغة الانجليزية في الحاجة هادي, هل وجدتها عامل مساعد او لا؟

نبيل: اكيدة ان هي عامل مساعد في وجه الشبه في بعض القواعد في بعض الكلمات بين اللغة العربية والانجليزية

انتصار: okay, يعنى مش بس كان في القواعد, حتى في

نبيل: حتى في الكلمات وحتى في الجمل في بعض الجمل

انتصار: ممتاز, تقدر توضحلي شوي نبيل؟

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نبيل: القواعد مثلا يعني الافعال المساعدة مثلا او present perfect او مثلا يعني نتكلم علي present perfect او نتكلم على الماضي الحاضر

انتصار: ممتاز نبيل, الحاضر اللحظي قصدك؟

نبيل: الحاضر اللحظي ايه

انتصار: ممتاز, نبيل كان عندنا مجموعة انشطة نديروا فيهم من ضمنها اختبارات السماع , كان عندنا احيانا قصاصات الورق وجمل يطلب منك ترجمتها عربي انجليزي او من انجليزي لعربي , كان عندنا المحاكاة وتقمص الشخصيات لما كنا ندعوا كان احنا في بنك في محل في مستشفى كان عندنا group discussion الي كنا انديروا فيه ومواضيع تطرح للنقاش زي socialising زي education لما تكلمنا عنهم , كان في عندنا مجموعة اشياء , نبيل هل تعتقد ان هالانشطة كلها, كان عندنا قصص, لما نسنعوا قصة وبعدين نحكوا عن الهدف منها, هل تعتقد ان هالانشطة هادي كانت ذات فعالية او لا؟ كان عندها قيمة في الحصة او لا؟

نبيل: اكيد, جدا كانت ذات فاعلية لان الطالب لما يعتقد نفسه انه هو مثلا مريض او دكتور مثلا ويتكلم جميع او معظم المصطلحات الي هو يعرفها , بيحسن النطق متاعه اكيد واكيدة ان هو مش حينساهم المصطلحات الي هو استخدمهم

فكانت وسيلة مهمة جدا , وسيلة حتى هي translation طالب يتكلم قسيمة باللغة العربية وطالب تاني يترجمها, فكانت حتى هي وسيلة رائعة جدا وممتازة لفهم الطلب اكثر يعني

انتصار: ممتاز, باهي نبيل, من ضمن هالانشطة هدوم كلهم شن هو اقرب نشاط كان الي قلبك؟ يعني تحس نفسك مرتاح اكثر لما نستخدموه؟

نبيل: تقمص الادوار

انتصار: okay ممتاز المحاكاة

نبيل: اكثر شئ

انتصار: وليش نبيل؟

نبيل: لتحسين speaking الي هو المحادثة

انتصار: ممتاز, نبيل سؤالي ليك توا عن ثقتك بنفسك, هل تعتقد حاليا نبيل ان انت واثق من نفسك, تقدر تطلع حاليا لاي مكان , تتواصل مع اي حد, يفتح موضوع للنقاش او الحوار مستعد تدخل مع اي حد في نقاش؟

نبيل: اكيد, ولو نشارك حتى بجزئية بسيطة يعنى. اكيد ثقتي بنفسي اكثر زادت يعنى بعد الدورة

انتصار: باهي ليش بعد الدورة نبيل؟ شن ارتباط ثقتك في نفسك في الدورة؟

نبيل: لان الدورة اعطتنا الحياة الي احنا عايشينها , معظم المصطلحات الي نستخدمها يوميا يعني سواء كانت مثلا فالمصرف في البنك سواء كانت في shopping في الاسواق فالمستشفى , مع الدكتور فالجامعة في restaurant في المطاعم يعني , فاخدنا معظم يعني المصطلحات ومعظم الجمل الي هي تستخدم في فالاماكن العامة

انتصار: يعني انت حاس بالارتياح؟

نبيل: نعم

انتصار: باهي نبيل توا سؤالي بيكون صريح وواضح, هل انت تقول معنى كلامك ان ثقتك في نفسك زادت لانها كانت مرتبطة في تحسن مستوى اللغة عندك, سؤالي هل كنت راضي عن الطريقة الي تمت بيها ادارة الفصل؟ لما نتكلم عن ادارة الفصل قصدي طريقة اعطاء المدرسة للدرس, طريقة توزيع الادوار بين الطلبة, الوقت الي يمنح لكل طالب عشان الكلام, الانشطة الي تم اختيارها , عن كل شئ زي زمن مانقولوا زمن الحصة, توقيت الدورة, اي شئ , هل كنت راضي او لا؟

نبيل: نعم. انا كنت راضي عن زمن الحصة والتوقيت كان مناسب جدا, طريقة القاء المدرسة للطلبة كانت حتى هي طريقة جدا ممتازة وجدا عصرية حديثة , فهم الطلبة كان كويس, يعني لاحظت ان هما معظم الطلبة تحسن ادائهم بعد الدورة, نعم

انتصار : نبيل توا نبي نسالك , من خلال تجربتك انت في الدورة, لو حتسال في العموم هل تؤيد فكرة اللغة الام متاع الطالب عشان يعلموه كمنهج كاداة منهجية زي مانقولوا عشان يعلموه لغة اخرى , هل حتايدها وتشجعها الفكرة او لا؟

نبيل: نعم انا نايدها الفكرة هادي بنسبة مية في المية لشخص مبتدئ بيتعلم اللغة الانجليزية يعني شخص مبتدئ يعني الي مايعرفش اللغة الانجليزية وعنده رغبة شديد انه يتعلم اللغة الانجليزية , فهادي افضل فكرة انه يتعلم فيها الشخص اللغة الانجليزية ولكن مش تكون لمدة ستة شهور تكون المدة اكثر . انا ارى في اعتقادي الشخصي ان بعد الستة شهور او ثمانية شهور من الدورة الي احنا خديناها يعنى الطالب يمكن يحتاج الي ثلاثة شهور قرامر اوممكن يعني

انتصار: ممتاز, نبيل سؤالي الاخير الي هو انطباعك بشكل عام عن الدورة , عن كل شئ كان فيها من اللاف الي الياء, وعن مدى الاستفادة الي حصلت عليها من الدورة لو كنت تعتقد انه انه في استفادة ؟ يعني هل كان انطباعك ايجابي , سلبي او نوعا ما لانه كان في زي مانقولوا مثلا بعض جانب قصور في كدا وكدا ؟

نبيل: جدا ايجابي كان والدورة كانت ايجابية, الدورة كانت ممتازة ولو عندي وقت وفيه دورة تانية حندخل فيها بادن الله حتى المدة الجاية لتحسين واسترجاع المعلومات وللاستفادة اكثر لانها زي ماقلت وانا ناكد انها افضل طريقة لشخص يتعلم اللغة الانجليزية في البداية

انتصار: okay نبيل انت تقول ان انت استفدت في حدود من 60 الى 65% تقريبا

نبيل: يعني انا عن نفسي كنت توقع اني نتحسن بنسبة 100% فانا تحسنت بنسبة 65 الي 70%

انتصار: ممتاز نبيل, باهي التحسن هدا الي صار , شني الي يخليك حسيت وقلت انا تحسنت؟

نبيل: الي خلاني اني انا بديت واثق من نفسي يعني لما في الحياة اليومية في البنك في المستشفى, مع التاكسي مع الحياة اليومية , يعني في البداية كنت خايف حتى نقول كلمة, مش واثق منها هل هي الكلمة صحيحة, هل نطقها صح الكلمة, لكن

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الان الحمد لله واثق بنفسي اقل شئ 70 او 80% ان انا نقولها الكلمة ومتاكد ان انا نقولها الكلمة ومتاكد ان نطقها صح ومتاكد ان هي الكلمة وبالمعني الي انا نبيه

انتصار: ممتاز, نبيل كلمة اخيرة, لو في شئ اخر تبي اضيفه قصدي؟

نبيل: الحمد لله انا تعرفنا علي الدكتورة انتصار الي هيا بصراحة وبامانة لان هي قربتلنا الطريق في تعلم اللغة الانجليزية يعني مانقدرش نحدد المسافة

انتصار: بارك الله فيك يانبيل

نبيل: نشكرها جدا يعني اسلوبها وهدفها كان انها هي مش تساعد نفسها, انا متاكد ان اسلوبها كان انها تساعد الطلبة الليبيين ان هما يتعلموا اللغة الانجليزية, لان هيا كانت تشبح انها عائق وفعلا هي عائق اللغة الانجليزية فهادي طريقة ممتازة جدا لتعلم اللغة الانجليزية و نشكرها جدا ونتمنالها التوفيق ان شاء الله

Appendix 16: Hadeel's Language Biography

انا هديل من مدينة تارغاء, مند الطفولة اتكلم اللغة العربية , بالتحديد اللهجة الليبية, درست الابتدائية والاعدادية والثانوية فى احدى المدارس بمدينتي وكنت متفوقة ولم تكن لدي اية مشاكل في الدراسة لان وسيلة التواصل كانت دائما اللغة العربية التي اعتدت سماعها في التلفاز وفي الجامع وفي الحصص الدراسية.

درست اللغة الانجليزية مع بداية المرحلة الاعدادية ولكن دراستي لم تكن سوى دراسة للقواعد البسيطة ولا اتذكر انني واجهت صعوبة بذلك في تلك الاثناء. وبعد حصولي على الشهادة التانوية انتقلت الي مدينة اخري لاستكمال تعليمي الجامعي مما اضطرني للسكن في بيت الطلبة كامل فترة دراستي حيث تعرفت على الكثير من الطلبة الذين اتوا من مختلف المناطق لذات الغرض. وكان هنالك ايضا طلبة من بعض الدول العربية الاخرى. على الرغم من اختلاف اللهجات الا اني لم اضطر لتقمص شخصيات الاخرين وعلاقتي مع الطلبة كان يسودوها الود والاحترام.

بدأت مشكلتي مع بداية اول محاضرة للغة الانجليزية والتي لا زلت اتذكر العدد الهائل من الطلبة والطالبات الذين حضروا المحاضرة. احسست يومها اني لا انتمي لهذا المكان وان مشواري التعليمي سيتوقف بعد المرحلة الثانوية. رغم تعبيري عن عدم فهمي لما يقول الا ان المحاضر لم يبالي بما قلته وكان لسان حاله يقول لدي الكثير من الطلبة في الفصل لست انت فقط وانها مسؤوليتك ان تفهمي ما شرحت.

انتضرت بفارغ الصبر انتهاء المحاضرة التي تسببت في النهاية بالقضاء على عام كامل من حياتي ومن طموحاتي. تمالكت اعصابي حتى انتهاء المحاضرة التي لم استطع فيها فهم شى لان المحاضر لم يعر اهتما م لحقيقة اننا لا نفهم اللغة الانجليزية ولم يتفهم وضعي النفسي ان ذاك. ومن شدة احباطي غادرت قاعة المحاضرة و بعدها مباشرة اتخد ت قرار ايقاف الدراسة بالرغم من محاولة الاصدقاء اقناعي بالرجوع الا انني مضيت في قراري وتوقفت عن الدراسة لمدة عام كامل.

خلال ذلك العام اشتغلت في احد المدارس وكان زملائي المدرسين يخبرونني بانه من المفترض ان اكمل دراستي الجامعية وان اللغة الانجليزية لن تكون عائق. لقد نصحوني بالالتحاق بدورات لغة انجليزية لتجهيز نفسي للعام الجامعي القادم. عملت بنصيحة زملائي والتحقت بدورة لتعليم لغة انجليزية حيث كان المعلم متفهم لحقيقة انا متعلمين وكان يساعدنا ويشرح او يوضح الامور التي تصعب علينا بطريقة سهلة وسلسة نفهمها حتى انه احيانا يضطر الي ان يشرحها بالعربي مما جعلني اتعرف على جمالية تعلم اللغة الانجليزية التي كان دافع لي لتعلم اللغة الانجليزية. وبعد انقضاء العام عدت واستكملت دراستي الجامعية واصبحت نوعا ما لا اخاف اللغة الانجليزية.

انهيت دراستي الجامعية بنجاح وبعد مرور ثلاثة عشر عاما من العمل تحصلت على ايفاد للدراسة لدولة جنوب افريقيا مع اسرتي وبداءت المشوار فى مجتمع يتكلم اللغة الانجلزية, اصبحت غريبة جدا وانصدمت بالعديد من المواقف لا يستطيعون فهم ما اريد ولا استطيع ان افهم ما يريدون مني. اعاد الي هذا الشعور ذكرى الاحباط الذي احسسته في اول محاضرة للغة الانجليزية الا ان الدعم والحب الذي احاطتني به عائلتي واصداقائي وتشجيعهم لي جعلني اقرر التغلب على عقدة الخوف واقرر التعايش مع المجتمع الجديد. ومما وطد علاقتي الطيبة بالمجتمع هو تفهم المشرفة على رسالة الماجستير الخاصة بي ودعمها لي من خلال ترديد عبارة انني متالقة لانني ادرس التخصص بلغة مغايرة تماما لما نشئت عليه واعتدت سماعه وليست لغتي الام. نفس العبارات كنت اسمعها من زملائي في الجامعة والذين ملؤوني حماسة لاكمل مابدات.

اثناء دراستي علمت بأن احدى الطالبات الليبيات تعتزم اقامة دورة لغة انجليزية فرغبت في الاشتراك رغبة مني في تحسين لغتي الانجليزية . التحقت بالدورة وكانت من افضل تجاربي التعليمية لانني احسست فيها بالاحتواء وبأن لغتي وثقافتي هما وسيلتي للتعبير عن هويتي حتى وان كانت بلغة اخري كالانجليزية مثلا.

Appendix 17: Translation of Hadeel's Language Biography

I am Hadeel from the city of Tawirgha. I have spoken Arabic, specifically the Libyan dialect, since childhood. I studied primary and high school at one of the schools in my home town. I was an excellent student and I had no learning-related problems because the medium of instruction at the school was Arabic – the language I used to hear all the time when watching TV and when going to the mosque.

I started studying English when I was in preparatory school, but it was merely a study of English grammar and I cannot remember that I faced any difficulties that time. After I got my matric I moved to another city to pursue my university studies where I stayed in student residence for the duration of my studies. I met many students from different cities and also from other Arab nationalities who all came for the same purpose. Despite our different dialects, I had good relationships with those students.

My problem started with the first English lecture and I still remember the huge number of students who attended that lecture. On that day I felt overwhelmed and I had the feeling that I don't belong to that place and that my educational journey should have ended at matric.

Even though I told the lecturer I did not understand what he was saying in English, he did not pay attention to what I said. His ignorance was a message from which I understood that I was not the only student in the class and that it was my responsibility to understand the lesson and not his. I was patiently waiting for the lecture to finish; the lecture that stole one whole year from my life and my ambition. I controlled my nerve till the end of the lesson in which I did not understand anything because the teacher ignored the fact that at that time I did not understand English and he did not understand how I felt. Because of my disappointment, I left the class and soon after that I quit my studies. Regardless of my friends' attempts to convince me to change my mind, I quit my studies for one year.

During that year I worked at one of the schools at which my colleagues told me I should continue my studies and where the English language wouldn't be an obstacle for me. They advised me to have some English courses to get ready for the following academic year. I followed their advice and registered at one of the English language centres at that time. The English teacher was considerate and was aware that we had just started learning English. He helped us and used to explain the lessons simply so that we managed to understand. The way

he taught us inspired me and allowed me to see the beauty of learning English and that was the motive that triggered me to learn English.

That year came to the end and I restarted my study. I became somehow not afraid of English. I successfully finished my university studies. After thirteen years of work I was granted a scholarship to pursue my tertiary studies in South Africa. I came to South Africa with my family and that was the beginning of my journey in an English-speaking society. I felt I was so strange and there were many instances when I felt disappointed. People could not understand me and I did not understand them. What I felt at that time reminded me of the frustration and disappointment I had felt in my first English lesson at the university. .

However, the love and support my family and my friends provided helped me take the decision to conquer my fear and live in this new society. Another factor that reinforced my relationship with the society was the way my MA supervisor treated me. She understood my situation and has continuously supported me saying that I am brilliant because I study in a language which is not my language, in one that is completely different from it. These were the same words I used to hear from my friends who filled me with enthusiasm to finish what I had started.

During my studies, I heard that one of the Libyan students was intending to offer an English course. I wanted to join the course because I wanted to improve my English. I joined the course and it was one of the best educational experiences I've had because I felt included. I felt that my language and my culture are the means to express my identity even if this was in another language, like English, for example.

Appendix 18: Ahmed's Language Biography

السلام عليكم ورحمة الله وبركاته

اسمي أحمد, منذ الولادة اعيش في مدينة صغيرة كل سكانها يتكلمون اللغة العربية. لم تكن لدينا اية مشاكل في التواصل مع بعضنا البعض لاننا نفهم ونتكلم اللغة نفسها. معاناتي بدأت عندما انتقلت الي اللمرحلة الاعدادية حيث كان من المقرر ان ندرس اللغة الانجليزية. لم اتقبل اللغة الانجليزية لأنني لم اكن معتادا علي سماعها, كانت غريبة بالنسبة لي. والمشكلة الاخري هي ان المعلم الذي كان يعلمنا اللغة الانجليزية كان معلم شديد جدا وكنا نخاف منه جدا لدرجة كنت احفظ الكلمات حفظ دون فهم من شدة خوفي منه وكنا نعاقب اذا سمع احدنا يتكلم العربية في الفصل. معاناتي استمرت لعام واحد فقط لان العام الذي تليه وفي السنة الثانية اعدادي الغيت مادة اللغة الانجليزية الامر الذي فرحت به كثيرا في ذلك الوقت ولم ادرك العواقب. استمر الحال على ماهو عليه حتي انهيت دراستي الجامعية سنة 1996 التي لم تكن صعبة بالنسبة لي مع عدم وجود اللغة الانجليزية. اثناء دراستي كونت العديد من الصداقات مع زملائي الطلبة.

في عام 1999 كنت اقراء صحيفة, في احدي الصفحات مقال أعجبني كان يتكلم عن اهمية تعلم الحاسوب واللغة الانجليزية. ملخص المقال أنه في سنة 2000 من لم يتعلم اللغة الانجليزية ولايستطيع استخدام الحاسوب يعتبر انسان امي. حينها احسست باحباط شديد واستياء ولد لدي الرغبة في تعلم الحاسوب واللغة الانجليزية ولكن تلك الرغبة سرعان ما اختفت لانني لم اخذ الفكرة على محمل الجد.

لم تعد الفكرة تراودني حتى سنة 2005. بينما كنت في معرض طرابلس الدولي وبالتحديد في جناح كوريا الشمالية علي ما اعتقد, بداء رجل كوري يتحدث للحاضرين باللغة الانجليزية والتي لم يفهمها جل الحاضرين الا فتاة صغيرة في العمر استطاعت ان تتحاور معه. كان ذلك الموقف الذي دفعني لاتخاذ قرار حاسم بتعلم اللغة الانجليزية. الا ان الفرصة لم تسنح ان ذاك الي ان تحصلت زوجتي علي قرار ايفاد في سنة 2010 لاستكمال دراستها العليا. في ذلك الحين قرارنا ان نذهب الي دولة ناطقة بالانجليزية فأتي بنا القدر الي جمهورية جنوب افريقيا. في البداية كان الامر صعب جدا وصل بنا في بعض الاحيان لدرجة الياس. واجهتنا العديد من المتاعب في الاشهر الاولى لان التواصل مع الناس كان في غاية الصعوبة سواء في الشارع او في المدرسة لاننا لم نعتد استخدام اللغة الانجليزية. كنت اشعر بالاحباط عندما لا افهم الدرس وفي مرات كثيرة فكرت في التوقف عن الدراسة. ولكن تشجيع الاهل والاصحاب ساعدني كثيرا. حاولت التاقلم مع المجتمع شيئا فشيئا. اخذت الامور في التحسن تدريجيا واصبحت ارغب في التواصل اكثر مع الناس والتعرف على ثقافتهم. اشتركت في دورات لتعليم اللغة الانجليزية كان اخرها دورة كانت مدرستها ليبية الجنسية اضفت لتعلم اللغة الانجليزية طابع مختلف.

Appendix 19: Translation of Ahmed's Language Biography

My name is Ahmed. Since I was born I have lived in a small city where everyone speaks Arabic. We had never had any problems communicating with each other because we all speak and understand the same language. My problems started at preparatory school when I was supposed to start studying English as a school subject. I did not like English at that time because I was not used to hearing it. It was strange to me. What made it even worse was my English teacher. He was so strict and I was afraid of him to the extent that I forced myself to memorise words without understanding them. He used to punish us if he heard us speaking Arabic in the class. My suffering lasted only for one year because in the following year English was banned as a school subject in my country. At the time I was so happy to hear this that I did not really think about the consequences. It went the same way until I finished my university studies in 1996, which was easy because there was no English.

During my study, I had good relations with my colleagues. In 1999 I was reading an article in a newspaper about computers and English. In summary, the article stated that by the year 2000 anyone who cannot speak English and who cannot use a computer (will be seen as) illiterate. I felt so bad and so disappointed when I was reading the article. That feeling generated a desire inside me to learn English and also how to use a computer, but unfortunately it did not last for long because I was not really serious. I did not think about learning English until 2005 when I was attending Tripoli International Fair, specifically the North Korean wing. A Korean exhibitor was talking in English to the audience, most of whom did not understand what he was saying except for a young girl who was able to communicate with that Korean exhibitor.

Because of that incident (at the Tripoli Fair) I made a definite decision to start learning English, but I did not get the chance until my wife was granted a scholarship to pursue her higher studies in 2010. We decided to go to an English-speaking country and South Africa was our destination. At the beginning it was very difficult for us to live in the new society, to the point that sometimes we felt quite hopeless. We faced problems in our first months because it was very difficult for us to communicate with people – either in the street or at school – because we were not used to hearing English. I felt disappointed when I couldn't understand the lessons and the thought of quitting my studies crossed my mind many times.

It was the support of my family and my friends that helped me continue. I tried to adapt myself to the new society and things started to improve gradually. I became keener to communicate with people and to learn about their culture.

I joined some English language courses. The latest was a course given by a Libyan teacher and that course added a different aspect to English learning

Appendix 20: English Transliteration of Arabic Letters

This is the ISO version of 1984

Arabic letter	Transliteriation	Arabic letter	Transliteriation	Arabic letter	Transliteriation
ا	[ʔ]	ز	[z]	ق	[q]
ب	[b]	س	[s]	ك	[k]
ت	[t]	ش	[ʃ]	ل	[l~ɫ]
ث	[θ]	ص	[sˤ]	م	[m]
ج	[ʤ~ʒ~j~g]	ض	[dʔ ~zʔ]	ن	[n]
ح	[ħ~H]	ط	[tˤ]	ه	[h]
خ	[χ ~ **x]**	ظ	[ðˤ]	و	[w]
د	[d]	ع	[ʕ~ ʕ]	ي	[J]
ذ	[ð]	غ	[ʁ~ɣ]		
ر	[r~rˤ]	ف	[f]		

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