

The Effect of Using English Language only and Not Using the Mother Tongue in Teaching English Language for the Students of Primary Schools

Dr. "Ahmed Maher" Mahmoud Ahmed Al-Nakhalah
Al-Quds Open University – Gaza Region

Abstract: *The Effect of Using English Language only and Not Using the Mother Tongue In Teaching Units Fifteen and Sixteen for the Students of Sixth Primary Class on their Acquisition of English Language*

I. Introduction

There are arguments pro and con concerning the use of mother tongue in the classroom in English language teaching. At present it would seem to be true that the role of the mother tongue is a topic which is often ignored or rather the avoidance of the mother tongue is recommended in discussion of methodology and in teacher training. The idea of understanding or avoiding the mother tongue in language teaching dates from around the turn of the century, with appearance of the direct method. Atkinson(1987-242) feels that the reasons for this lack of attention are principally ones which do not bear much security and identifies four which are particularly influential:-

- 1-The association of translation with the grammar/ translation method.
- 2-A backwash effect whereby native speakers who often enjoy a disproportionate degree of status in language-teaching institution have often themselves been trained in an environment where the trainer focuses mainly or exclusively on the relatively unrepresentative situation of a native speaker teaching a multi-lingual class in Britain or USA.
- 3-The recent influence of Krashen (1981 and passim) and his associates whose theories have promoted the ideas that learning is of little value and that transfer has only a minor role to play.
- 4-The truism that you can learn English by speaking English .

The state of the art teaching language is based on the communicative method which emphasizes the teaching English through English. The idea of abandoning the native is too stressful to many learners who need a sense of security in the experience of learning a foreign language.

In the past the prevalence of grammar-translation method led to the extraordinary phenomena, students were unable to speak fluently after having studied the language for a long time. This led to the idea that all use of the mother tongue in the language classroom should be avoided (Harmer-2001-131). Translation has been thought as uncommunicative , boring, pointless difficult and irrelevant .

Recently there has been a revival of interest to translation due to the shift of its emphasis to using a mother tongue as a resource for the promotion of language learning . Translation develops three qualities essential to all language learning : accuracy ,clarity and flexibility(Ross,2000-61). Therefore, the use of mother tongue and translation can serve as a tool for improving language skills.

The Problem of Study

The researcher discusses using English language only and avoiding the use of mother tongue (Arabic Language) in teaching English Language at Elementary Schools in Gaza Governorate .The study will answer the main question :What is the effect of using English language only in teaching some units on the acquisition of the 6th grade students ? The following sub-questions arise from the main question :-

- 1- Are there any statistical significant differences at ($\alpha \leq 0.05$) between pre and post test application?
- 2- What is the size effect of using English-only and using English and Arabic for the 6th grade students at Gaza city schools?

The importance of the study

The researcher noticed during his career and teaching English as a foreign and second language that the kind of language which used in the classroom plays an important role in teaching English and on the acquisition of the students. The goals of this research are to examine the effect of using English language only in teaching English on the acquisition of English Language. Comparison between the first language L1 and the second L2 through translation might help the students activate language usage and improve English Language acquisition.

The main arguments against using the L1 that it does not encourage learners to use the L2 and that when the teacher uses the L1 it deprives the learners of input in the L2. (Krashen 1988, in Prodromou 2002; Ellis 1984, in Hawks 2001).

The study argues that the first language should be avoided in the classroom by teachers and students. The justifications for this rest on a doubtful analogy with second language acquisition, and on the aim of maximizing students' exposure to the second language, Treating the L2 only as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. The second language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs.

The Objective of the Research

The objectives of the study are:

- 1-Pinpointing the effect and impact of using English Language only in teaching English on the students acquisition of English language.
- 2-Showing and introducing the results of using mother tongue in teaching English on the students acquisition of English language .
- 3-Improving the students capability in primary level in language competence.
- 4-Examining the most important acts that should be given to the top priority in using target language.

Limitations of the Study

The study has three limitations :-

1-Limitation of time

The study will be applied in the second term of the scholastic year 2009/2010 .

2-Limitation of place

The study will be carried out in Gaza Governorate Preparatory schools.

3-Subject Limitation

The study will deal with and study the effect of using English Language in teaching English Language on the acquisition of English language at Preparatory Schools in Gaza Governorate.

Definition of Terms

- ESL :English as a second language .
- EFL : English Foreign Language.
- L1 :The mother tongue (Arabic Language)
- L2 : The language to be taught.

Previous Study

Many researches dealt and studied the effect of using English language only in teaching English on the acquisition of English language.

Mohammed Khamis Al-Hinai -2007

The mother tongue is often seen as a negative feature of the L2 classroom, and decisions about whether to use the L1 are amongst the most common dilemmas that language teachers in monolingual classrooms face. In this study the researcher investigates the use of Arabic in the elementary English language classroom in Oman. Several years ago an inspector visiting my class seemed very unhappy that I used Arabic to help one of my learners understand how to do a task. Since then I have continued to think about the use of Arabic in my work. My experience suggests that the L1 can make a positive contribution to L2 learning. Increasingly, there is also support for such a view in the literature. All of these factors provided the motivation for this study.

John Harbord-2005

Teachers and trainers who work with non-native-speaker colleagues will be aware of frequent differences of opinion over the question of whether or not to use the students' mother tongue in the classroom. With the expansion of ELT in Eastern Europe, this question is becoming progressively more of a stumbling block to co-operation between local teachers and those sent from Britain. This article seeks to look at various ways in which teachers at the chalkface use L1 and what theoretical view of language learning (if any) motivates them to do so, as well as to compare these with some alternative techniques using the target language.

Rajesh Bharvad-2009

In the traditional classroom a teacher often uses mother tongue to clarify some difficult points or to enable the students to understand some difficult vocabulary items. And it seems that it is an effective technique.

But the researcher proposes an alternative idea which is creative and innovative and at the same time denies the use of mother tongue in the classroom. The use of mother tongue in the classroom is suggestive of the teacher's lethargic attitude which results into the escape from sincere duty by taking recourse to mother tongue while explaining difficult concepts. Similarly, it is merely an excuse when a teacher says that the use of mother tongue is necessary in the classroom. With the remarkable entry of technology in the arena of teaching, things have changed dramatically. Previously a teacher had only verbalism and pictorial aids to choose from. But with the arrival of computer assisted language learning things have changed. A proactive teacher can have no excuse to use mother tongue as he can teach more effectively with the use of technological aids without taking any help of mother tongue. There are some abstract and complicated words which are difficult to explain through verbal description. These words can be easily explained through audio video aids. For example, the word 'emotion' can be easily explained through some video clips which portray different emotional scenes. Hence, my point is that the complete reduction of mother tongue in the classroom is possible with the help of technological aids. In doing so, one can generate a better exposure of the target language in the classroom itself.

Aadhi Ramesh Babu, Asst-2006

I would like to mention a few points in this paper on how the first language is used in foreign language learning, specially the focus on English language, in India. It's not prohibited to use mother tongue language in class while dealing with English teaching but it should be the last means. Because it's better to use visual aids, flash cards or anything else that reduces the difficulties, and as teachers we can accept learners' mother tongue use. However, research shows that the first language has a small but important role to play in communicating meaning and content. This role is important across all four strands of a course. In a well balanced foreign or second language course, there are roughly equal opportunities for learning through these four strands:

1. Meaning focused input – learning through listening and reading
2. Meaning focused output – learning through speaking and writing
3. Language focused learning – learning through deliberate attention to language features
4. Fluency development in target language – learning through working with known material across the four skills at a higher than usual level of performance.

Atkinson,1993

The issue of whether or not to use the mother tongue (L1) in the English (L2) classroom is a complicated one. Somewhere along the line (probably in the late 70s or early 80s) the idea came into fashion that using the mother tongue in the language teaching classroom was a bad thing .Everything should be done in the target language, giving the learners maximum exposure to that language (in this case English). This probably coincided with a time when ELT publishers realized that it would be cheaper to mass produce text books in which all the instructions were in English , and then ship these off to every country in the world.

However, where the non-native teacher of English enjoys an advantage over their native-speaker colleague who is ignorant of the mother tongue of the learners is in the ability to use the L1 as and when required. The mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the native teacher to explain and even then there would be no guarantee that the explanation had been understood correctly.

Atkinson offers 'a careful, limited use of L1' to help students get the maximum benefit from activities which in other respects will be carried out in the target language. The mother tongue might be useful in the procedural stages of classes, for example:-

- setting up pair and group work
- sorting out an activity which is clearly not working
- checking comprehension

Mustafa NAZARY-2008

This study aimed to explore the Iranian students' attitudes and degree of awareness toward the use of their mother tongue (Farsi) in their English classrooms. As it was hypothesized, most students reported a negative view and rejected L1 use. However, the results showed that students with different levels of language proficiency reported different attitudes toward the L1 function in this EFL context. Undoubtedly, constructive role of L1 in designing a classroom syllabus, English language teaching methods, classroom management, instructing language learning skills and sub-skills, performing all types of activities and language assessment of students is repeatedly emphasized. We should finally free ourselves of the old misconceptions and try to praise the existed alliance between the mother tongue and foreign languages. Our final goal should be to have students who are proficient L2 users rather than deficient native speakers. The overall findings show that Iranian university students are reluctant to use their mother tongue in English language situations and reject it strongly for the sake of better exposure to L2. The transcribed data in this research show that, overall, the majority of

students from all the three proficiency levels do not believe on the effectiveness and importance of L1 use. Surprisingly, the intermediate students in comparison with elementary and advance students showed fewer tendencies to use their L1 in their classroom activities and did not expect their teachers to use L1 as well. The results can be discussed in several ways by considering the main points of this study.

Larry Lynch-2003

In considering the use of L1 (the learners mother tongue) in ELT (English Language Teaching) on the part of the teacher, one of the first assumptions is that the teacher has a sufficient command of the students L1 to be of value in the first place. Another assumption which may well impact this scenario is that all the learners in a class or group have the same L1. While these assumptions may often be the case in numerous EFL (English as a Foreign Language) teaching / learning settings, many times they are not. In the case of multi-cultural classes (i.e. in the USA, UK, Australia, Canada, India, etc.) where the learners have different L1s, or when the teacher does not have a working knowledge of the learners L1, a frequent occurrence in Asia, Africa and eastern Europe, applied L1 use in the EFL classroom is severely limited or may be rendered virtually impossible. In conclusion I have stated that my use of L1 in the EFL classroom is minimal and should not exceed a ratio of more than 5% of the L1 to 95% of the target language.

Key EFL classroom situations in which L1 can be utilized include:

- requesting new lexis
- explaining abstract terms
- to aid in the generation of comprehensible input / production
- during exams and other high-stress situations
- to maintain the flow of dynamic activities
- to explain idioms and expressions in songs, movies and videos
- giving information / instructions to LEP learners in adapting materials to the special needs of the learners.

While the use of the learners L1 should be strictly controlled, it is plausible to make accurate use of it in activities to promote learning and acquisition. Ongoing language acquisition research and in-class practice supports that use of L1 should not be prohibited for its own sake, but allowed occasionally as an additional tool in the repertoire of the teacher and the learners as conditions warrant.

Comments:

These studies have shown different attitudes regarding using the mother tongue and using English language only in teaching English in the classroom. Al-Hinai suggest that L1 can make a positive contribution to L2 learning. Harbord believes that using L1 will motivate teaching English in the classroom, and he made a comparison study. Babu in his study showed his rejection for using the mother tongues and he suggests that it should be the last mean .He also proposed that teachers should use teaching aids to reduce the difficulties. Atkinson suggests using the mother tongues because it saves the time in explaining the lesson, and it gives accurate and quick meaning and translation. Nazary believes that there is an alliance between the mother tongue and the foreign language, but the results showed the rejection of using mother tongue .Lynch stated in his study that the use of mother tongue should be little and should not exceed a ratio of more than 5% of the L1 to 95% of the target language.

This study is distinguished and distinctive because it examines the use of students' mother tongue in the classroom by either, the teacher, the students, or both. Such study treats and discusses the difficulties that students and teachers face while using the mother tongue in ELT classrooms, and how it is more comfortable and more success to use just the target language(English language). But all studies discussed and studied only the attitudes and point of views of the researchers without mentioning the difficulties and the cause or how to cure the problem effectively.

The Effect of Using English Language Only Approach

The English-only approach, is seemingly maintained in the EFL context for a variety of reasons. When native-English speaking teachers go overseas to teach English, they often come from an ESL teaching background. Most teaching methods omit any reference to L1-use (Cook, 2001). Many schools and universities are rooted in an English-only culture thus profoundly affecting teacher beliefs. Where a method has become 'the norm' it "might be taken for granted as the most effective"

(Zacharias 2003, p. 14). The highly developed and lucrative EFL market sees many teachers arrive in countries without any knowledge of students' L1. Textbook producers tend to maintain mainstream content for an international audience by avoiding any use of L1. "The anti L1-trend has more to do with economic

rationalism than any ideal teaching pedagogy” (Weschler 1997, p. 7). This last point is highlighted by one of the textbooks currently used at the location where this study was conducted, J. F. Oberlin University.

L1 does not feature in the student book and there is no guidance on how to incorporate Japanese into a lesson in the teacher’s book.

The author’s advice in an accompanying handbook under the heading “Only English” is: When lost for words, students may need to ask us for help or use a dictionary, or we may need to interrupt the whole class and offer vocabulary help for everyone. Our own explanations should be in English even if a quick translation may be easier – we have to observe the “Only English” rule too (Jones, 2007, p. 22) .

The main arguments against using the L1 have been that it does not encourage learners to use the L2 and that when the teacher uses the L1 it deprives the learners of input in the L2.

One can have two or more native languages, thus being a native bilingual or indeed multilingual. The order in which these languages are learned is not necessarily for the order of proficiency.

For instance, a French-speaking couple might have a daughter who learned French first, then English; but if she were to grow up in an English speaking country, she would likely be proficient in English. Another example is India, where most people speak more than one language.

The term "mother tongue" should not be interpreted to mean that it is the language of one's mother. In some paternal societies, the wife moves in with the husband and thus may have a different first language, or dialect, than the local language of the husband. Yet their children usually only speak their local language. Only a few will learn to speak their mothers' languages like natives. Mother in this context probably originated from the definition of mother as source, or origin; as in mother-country or –land.

ESL is used when people learn English in an English speaking country. EFL is used when people learn English in a non-English speaking country.

EFL, English as a foreign language, indicates the use of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an Anglophone country . TEFL is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while working for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status (what linguist Braj Kachru calls the "expanding circle countries"); it may also be supplemented by lessons paid for privately. Teachers of EFL should not always assume that students are literate in their mother tongue. The Chinese EFL Journal and Iranian EFL Journal are examples of international journals dedicated to specifics of English language learning within countries where English is used as a foreign language.

The other broad grouping is the use of English within the Anglo sphere. In what theorist Braj Kachru calls "the inner circle", i.e. countries such as the United Kingdom and the United States, this use of English is generally by refugees, immigrants and their children. It also includes the use of English in "outer circle" countries, often former British colonies, where English is an official language even if it is not spoken as a mother tongue by the majority of the population.

US, Canada and Australia, this use of English is called ESL (English as a second language). This term has been criticized on the grounds that many learners already speak more than one language. A counter-argument says that the word "a" in the phrase "a second language" means there is no presumption that English is the second acquired language . TESL is the teaching of English as a second language.

Thousand meetings, the best textbooks, creative teaching materials, even native speakers visiting the classroom aren't going to "give" ESL students English communicative ability. Only by using English communicatively with their teacher and classmates will students develop the ability to speak English. If, for example, you decide to teach some grammar points in English and not in L1, it might be more difficult for your students (and you), but they will probably remember the ideas better. This is because they actually have to listen and think about what you are saying. Thus, not only will their (and your) communicative ability improve, but so will their test scores.

Conversely, your students won't attempt to communicate in English if you are unwilling to do so yourself. You aren't just teaching spelling, vocabulary, and grammar in class, you are indirectly teaching your students the value of communicating in English. If you don't show your students by using English that you think it's important, they won't think it is. If students are taught primarily in their native language, they may learn how to read English, they may learn how to write English, they may learn how to translate English, but they aren't very likely to learn how to speak English.

Several authors have presented historical reasons that have led to English becoming the dominant world language. These reasons include colonialization, developments in industry and trade, travel, pop culture, and technology (Auerbach, 1993; Harmer, 2001; Crystal, 2003) . However, language teaching pedagogy has also played a part in this process.

In 1961, at a conference held in Makerere, Uganda, five basic tenets of English language instruction emerged which became an unofficial and yet unchallenged doctrine of much ELT work (Phillipson, 1992). One of these tenets is that English is best taught monolingually. A monolingual (English-only) approach may have credibility in an English as a Second Language (ESL) environment, where the only language of communication is English.

However, this approach has less relevance to EFL classrooms where the students already have a common language (Kreiger, 2005). The English-only approach, however, is seemingly maintained in the EFL context for a variety of reasons. When native-English speaking teachers go overseas to teach English, they often come from an ESL teaching background. Most teaching methods omit any reference to L1-use (Cook, 2001). Many schools and universities are rooted in an English-only culture thus profoundly affecting teacher beliefs. Where a method has become 'the norm' it "might be taken for granted as the most effective" (Zacharias 2003, p. 14).

The highly developed and lucrative EFL market sees many teachers arrive in countries without any knowledge of students' L1. Textbook producers tend to maintain mainstream content for an international audience by avoiding any use of L1.

"The anti L1-trend has more to do with economic rationalism than any ideal teaching pedagogy" (Weschler 1997, p. 7).

The problem area

Firstly, language is not a mere collection of words and grammar rules; it is the expression of a culture. It embodies the efforts of a language community to conceptualize and interpret the world, as well as human experience and relations. As a result, language reflects the complex 'personality' of such a community. Therefore, language can only be interpreted and learned with reference to a specific cultural context. Secondly, language as a teaching tool needs to take into account a number of different aspects, such as grammar (e.g. transitivity of verbs), syntax, collocation and connotation. Uncritical use of translation may give learners insufficient, confusing or even inaccurate information about the target language. Thirdly, Learners must pay attention to linguistic features of the input that they are exposed to. Forth, Learners must notice the gap, i.e. they must make comparisons between the current state of their knowledge, as realized in their output, and the target language system, available as input. And instead of using English in the classroom the students stay for the translation from the teacher.

A great deal of what is called 'Communicative Language Teaching' is based on what is essentially a 'nativist' view of second language (L2) acquisition. A 'nativist' view assumes – consciously or unconsciously – that somehow L2 learning can and should be like learning our native language (L1). This is wishful thinking and is based on a profound misconception about the nature of L2 learning - just as it is a misconception about how L1 acquisition occurs. The best way to explore the differences between the two processes is to view them side-by-side – in parallel, as below.

L1 acquisition is genetically triggered at the most critical stage of the child's cognitive development. The 'engine' of language – its syntactic system – is 'informationally encapsulated' – which means that children are not even aware of developing a complex, rule-governed, hierarchical system. Most L1 speakers do not even realize this is what they are using. The L1 is typically acquired at the crucial period of cognitive development; pre-puberty, when L1 and other crucial life-skills are also acquired or learned. Children never resist L1 acquisition, any more than they resist learning to walk. Given even minimal 'input' during critical pre-pubescent development, all humans acquire the L1 of the society or social group they are born into as a natural and essential part of their lives. Even brain-damaged and/or retarded children usually acquire the full grammatical code of the language of their society or social group. In short, L1 acquisition is an essential, biologically-driven process. It is part of every individual's evolutionary history and development in the most critical stage of that individual's acquisition of essential life-skills.

L2 LEARNING:-

- 1.L2 learning is not genetically triggered in any way unless the child grows up bi-ling ally (in which case, it is not really L2 learning at all).
- 2.The syntax of the L2 is not acquired unconsciously , or at least not in the way L1 syntax is acquired. Few L2 learners develop the same degree of unconscious, rule-governed insight into and use of the L2 which they demonstrate with the L1.
- 3.The L2 is not learned as part of the learner's general cognitive development. It is not an essential life-skill in the same way that the L1 is.
- 4.There is often great conscious or unconscious resistance to L2 learning.
- 5.Many highly intelligent individuals with impressive learning skills often have great problems learning an L2. Many L2 learners 'fossilize' at some stage, so that even if they use the L2 regularly, and are constantly exposed to input in it, they fail to develop full grammatical or 'generative' competence.

6.L2 learning is not a biologically-driven process. It is not an essential aspect of an individual's general development, especially when the L2 is simply another subject on an already overloaded school curriculum or something that has to be undertaken by people with busy lives and heavy work-loads.

Cognition is to be accounted for language acquisition sees that human activity tied up with the development of cognitive abilities of the child. The competent teacher is the one who is aware of this students cognitive abilities, because this will help him choosing the best method and the suitable teaching\learning aids and activities which suit the student cognitive abilities.(Linguistics 2-al qou.pp37,40)

Atkinson(1987, 1993) supports strongly the use of mother tongue in second language teaching, specially in monolingual classes. He says that the function of mother tongue in L2 classrooms has long been neglected and denounced . He believes that its potential as a classroom resource is great and its role should merit considerable attention in TESOL.

Atkinson (1987: 242-243), in his discussion of mother tongue use in EFL, offers three reasons for allowing limited L1 use in the classroom :-

- 1-A Learner-preferred strategy.
- 2-A humanistic approach.
- 3-An efficient use of time.

Atkinson (1987:243-246) has exploited the mother tongue on an experimental basis for various purposes , and describes the principle techniques and activities which has found useful. Here is a summary of his description:-

- 1-Eliciting language (all levels).
- 2-Checking comprehension (all levels).
- 3-Giving instructions (early levels)
- 4-Co-operation among learners.
- 5-Discussions of classroom methodology (early level).
- 6-Presentation and reinforcement of language (mainly early levels).
- 7- Checking of sense.
- 8-Testing.
- 9-Development of useful learning strategies.

Atkinson(1987:246) warns some or all of the following problems may ensure :-

- 1-The teacher and/or the students begin to feel that they have not really understood any item of language until it has been translated.
- 2-The teacher and /or the students fail to observe distinctions between equivalence of form, semantic equivalence , and pragmatic feature , and thus oversimplify to the point of using crude and inaccurate translation.
- 3-Students speak to the teacher in the mother tongue as a matter of course , even when they are quite capable of expressing what they mean.
- 4-Students fail to realize that during many activities in the classroom it is crucial that they use only English .

Before Atkinson , Wilkins(1974) had already suggested that translation exercises are sometimes useful especially when the use of the target language causes confusion and ambiguity. Therefore there is no need to insist on the total banishment of the mother-tongue in second language teaching. But he warns against overusing the mother-tongue .He says that the time spent using the L1 is time not spent using the target language, so teaches must consider carefully whether any intended use of the L1 is justified .

The Method of Study

The researcher will follow the experimental method in his study.

A- Population: The population of study is from Beach Elementary Co.- Edc. School at Gaza City.

B- Sample of Study

The researcher will choose a random sample from the population of study composed of one class of (46) students who study English.

C-Instruments of Study

The researcher will design one test. The test is composed of four different questions, each question contains five items .One of the test will be applied after explaining the lesson in English only, the second one will be applied after explaining the unit by using the mother tongue (Arabic Language).

Correction of test

The researcher focused on the acquisition of the students through their answers for both tests. So the researcher checked the tests in ordinary way.

The Validity of the Test:-

Agreement of Referees

The test was introduced and submitted for a jury and a group of specialized linguistics University tutors , lecturers and school English teachers at Gaza City. They provided their recommendations and suggestions about the validity of them .The researcher amended and modified the same upon the suggestions and recommendations of the referees .

The Validity, Stability and Reliability of tests

The internal consistency validity

Alagha (1996,p.121) assured that the internal consistency validity indicates the correlation of the degree of each criteria with the total degree of the test by using Person Formula. Apparently, due to the table(1) :-

Table (1) : Correlation coefficient of all items in the first question with the total degree of the first question

FIRST	Pearson Correlation	Sig. (2-tailed)	Sig. level
A1	0.888	0.000	Sig. at 0.01
B1	0.891	0.000	Sig. at 0.01
C1	0.611	0.000	Sig. at 0.01
D1	0.944	0.000	Sig. at 0.01
E1	0.877	0.000	Sig. at 0.01

“r” table value at (31) d f. at (0.05) sig. level equal 0.349

“r” table value at (31) d f. at (0.01) sig. level equal 0.449

Table (2) : Correlation coefficient of all items in the second question with the total degree of the second question

SECOND	Pearson Correlation	Sig. (2-tailed)	Sig. level
A2	0.889	0.000	Sig. at 0.01
B2	0.960	0.000	Sig. at 0.01
C2	0.974	0.000	Sig. at 0.01
D2	0.960	0.000	Sig. at 0.01
E2	0.951	0.000	Sig. at 0.01

“r” table value at (31) d f. at (0.05) sig. level equal 0.349

“r” table value at (31) d f. at (0.01) sig. level equal 0.449

Table (3) : Correlation coefficient of all items in the third question with the total degree of the first question

THIRD	Pearson Correlation	Sig. (2-tailed)	Sig. level
A3	0.439	0.011	Sig. at 0.05
B3	0.792	0.000	Sig. at 0.01
C3	0.738	0.000	Sig. at 0.01
D3	0.792	0.000	Sig. at 0.01
E3	0.553	0.001	Sig. at 0.01

“r” table value at (31) d f. at (0.05) sig. level equal 0.349

“r” table value at (31) d f. at (0.01) sig. level equal 0.449

Table (4) : Correlation coefficient of all items in the fourth question with the total degree of the fourth question

FOURTH	Pearson Correlation	Sig. (2-tailed)	Sig. level
A4	0.583	0.000	Sig. at 0.01
B4	0.859	0.000	Sig. at 0.01
C4	0.509	0.003	Sig. at 0.01
D4	0.641	0.000	Sig. at 0.01
E4	0.866	0.000	Sig. at 0.01

“r” table value at (31) d f. at (0.05) sig. level equal 0.349

“r” table value at (31) d f. at (0.01) sig. level equal 0.449

Table (5) : Correlation coefficient of each questions with the total degree of the test and with other questions

	Sum	First	Second	Third	Fourth
Sum	1.000				
First	0.958**	1.000			
Second	0.958**	0.937**	1		
Third	0.905**	0.822**	0.791**	1	
Fourth	0.895**	0.778**	0.794**	0.795**	1

* “r” table value at (31) d f. at (0.05) sig. level equal 0.349

** “r” table value at (31) d f. at (0.01) sig. level equal 0.449

The coefficient correlation of each items with the whole test is significant at levels (0.01 and 0.05) that means each item and each question is acceptable..

Reliability of the Test

The test is reliable when it gives the same results if it is reapplied in the same conditions. (Al Agha,1996:118) table (6) show that:

Table (6) : alpha Cronback of each question of the test and the total test

Factor	no. of items	Alpha Cronback
Fist	5	0.898
Second	5	0.971
Third	5	0.674
Fourth	5	0.728
Sum	20	0.954

The reliability of the test was measured by Alpha Cronbach, the test is proved to be reliable . Alpha Cronbach coefficient is (0.954) that means it is good,:

This indicates that the test is enjoyed with high stability and liability which may give the researcher confidence to apply the same on the sample of study .

Analyzing the Results:-

Answering the questions of the study

This study aims to identify and explore the effect and impact of using English Language only in teaching English on the students acquisition of English language through answering the main question:

What is the effect of using English language only in teaching some units on the acquisition of the 6th grade students ? The following sub-questions arise from the main question :-

1- Are there any statistical significant differences at ($\alpha \leq 0.05$) between pre and post test application?

2- What is the size effect of using English-only and using English and Arabic for the 6th grade students at Gaza city schools?

Answering the first question:

Are there any statistical significant differences at ($\alpha \leq 0.05$) between the pre and post test application?

To answer such question the researcher used T. test paired sample ,table (7) shows the following results :

Table (7) : T. test paired sample results of differences between pre and post test for experimental group for all of the criteria and total degree of the test

	N	Mean	Std. Deviation	t	Sig. (2-tailed)	sig. level
Pre test English only	46	10.326	4.940	8.274	0.000	sig. at 0.01
Post test English and Arabic	46	13.065	4.419			

“t” table value at (45) d f. at (0.05) sig. level equal 2.02

“t” table value at (45) d f. at (0.01) sig. level equal 2.70

Table (7) shows that there are statistical significant differences between pre and post test in the total degree of the test. The result was in favor of post test, that means the supplementary approach is effective.

Answering the second question:

What is the size effect of using English-only and using English and Arabic for the sixth Grade students at Gaza City schools?

To answer this question the researcher used size effect during calculate Eta square " η^2 " by using the following equation (Affana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$d = \frac{2t}{\sqrt{df}}$$

Table (8): The table references to determine the level of size effect (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (9): "t" value, eta square " η^2 ", and "d" for each domain and the total degree

T value	η^2	d	Effect volume
8.274	0.668	2.838	Large

Table (9) shows that the effect size is large, for each sub domain and the total degree of each domain, that means the suggested supplementary approach has a large effect and improve the skills for the experimental group. The result here is in favor of using mother tongue (Arabic language) in the classroom.

II. Recommendations

Upon considering the results of the research , the researcher recommends the following points which may assist the teachers and concerned parties to improve and develop the process of education especially teaching of English Language in Palestine:

- 1- Competent teacher should choose the best method and the suitable teaching\learning aids and activities which suit the student cognitive abilities.
- 2- Teachers should use mother tongue (Arabic Language) where it is necessary .
- 3- The Ministry of Education should hold training courses and seminars for teachers about using the mother tongue in teaching English language classrooms.
- 4- Teachers should aware when and how to use the mother tongue.
- 5- Teachers should minimize using the mother tongue.
- 6- Mother tongue should be used in advanced classes.
- 7- It is not advised to use mother tongue in 1st,2nd. And 3rd. primary classes.

III. Suggestions

The researcher suggested carrying out more studies and researches about using English language only in the classroom and avoiding mother tongue using .

ملخص الدراسة

أثر استخدام اللغة الانجليزية فقط وعدم استخدام اللغة الأم في تدريس الوحدة الخامسة عشر والسادسة عشر

لطلبة الصف السادس علي تحصيلهم الدراسي في اللغة الأنجليزية

تهدف هذه الدراسة إلي كشف مدي فاعلية استخدام اللغة الانجليزية فقط وعدم استخدام اللغة الأم في تدريس اللغة الانجليزية لطلبة الصف السادس , وكذلك تهدف الدراسة إلي كشف مدي التحصيل الدراسي من جراء استخدام وتطبيق استخدام اللغة الانجليزية فقط وعدم استخدام اللغة الأم . هذا وسوف يقوم الباحث باستخدام المنهج التجريبي لقياس فاعلية ذلك الأسلوب علي الدارسين. سوف يقوم الباحث بعمل اختبار علي الطلبة عينة الدراسة قبل استخدام الأسلوب واختبار علي نفس العينة بعد استخدام الأسلوب وذلك لقياس مدي فاعلية ذلك الأسلوب علي الدارسين وكذلك مدي تحصيلهم الدراسي من جراء استخدام ذلك الأسلوب . لقد أسفرت الدراسة عن نتائج لصالح استخدام اللغة الأم في تدريس اللغة الأنجليزية. وقد قدم الباحث عدة توصيات من أهمها استخدام اللغة الأم حيث يلزم استخدامها. وقدم الباحث عدة أقترحات منها اجراء المزيد من الدراسات حول هذا الموضوع.

The study aims at exploring the effective of using English language only and using the Mother tongues in teaching Units fifteen and sixteen for the students of sixth primary class on their acquisition of English Language. The researcher used the experimental method so as to show and measure the effect of such method on the students. The researcher designed a test to be applied on the sample of the study. Such test will be applied before and after using such method (i.e. before and after using the mother in the class) . The results were in the interest of using the mother tongue. The researcher adopted some recommendations the most important one is using the mother tongue where it is necessary, and he suggested carrying out more researches and studies regarding such issue .

References

- [1]. Alisson Von Dietz and Hans Von Dietze,2007, Approaches to L1 use in the EFL Classroom.
- [2]. Atkinson, D.-1993, Teaching Monolingual Classes, London, Longman.
- [3]. Auerbach , E.-1993-Re-examining English-only in the ESL Classroom. TESOL.
- [4]. 4-Atkinson, D.-1987, The Mother Tongue in the Classroom: A Neglected resource? English Language Teaching Journal, 41,4, 214-247.
- [5]. Burden, P.(2000) The use of Students Mother Tongue in Monolingual English Conversation Classes of Japanese Universities, The Language Teacher, 24,6,5-11.
- [6]. Cole, S. -1993, The Use of L1 in Communicative English Classroom, The Language Teacher Online 22,12,106.
- [7]. Cook ,V.-2001,Using the First Language in the Classroom. The Canadian Modern Language Review, 57, 3,402-423.
- [8]. Crystal, D. ,2003-English as a Global Language, Cambridge- Cambridge University Press.
- [9]. Ellis , R.1984- Principals of Instructed Language Learning .
- [10]. Harbord, J,1992, The Use of the Mother Tongue in the Classroom, ELT Journal, 46/4, 30-55.
- [11]. Harmer, J.-2001,The Practice of English Language Teaching, England: Person Educational Limited.
- [12]. Hawks, P.2001,Making Distinctions: A Discussion of the Mother Tongue in the Foreign Language Classroom –Hawa Kang Journal of TEFL, 7:47-55.
- [13]. Jones, L. 2007, The Student Centered Classroom, Cambridge University Press.
- [14]. Krashen, S.-1981-Second Language acquisition and Second Language Learning. Oxford: Pergamon Press.
- [15]. Krashen, S. 1988- Second Language Acquisition and Second Language Learning- Prentic-Hall International.
- [16]. Kreiger, D.,2005- Teaching ESL Versus EFL, Principle and Practices, English Teaching Forum, Volume 43,2.
- [17]. Nazary,M., 2004, The Role of L1 in L2 Acquisition of Iranian University Students.
- [18]. Philipson, R. 1992,Linguistic Imperialism, Oxford, Oxford University Press.
- [19]. Prodrrou, L. 2002, From Mother tongue to Other Tongue, Retrived on 20/8/2007.
- [20]. Ross, N. J-2000, Interference and Intervention :Using Translation in the EFL. Classroom , Modern English Teacher, 9(3),61-66.
- [21]. Weschler, R.-1997, The Use Japanese (L1)in the English Classroom; The internet TESL Journal ,Voll. III ,11.
- [22]. Wilkins, D. 1974,Second Language Learning & Teaching :Edward Arnold.
- [23]. Zacharias, N.T.-2003,Teacher Belief about the Use of the Students "Mother Tongue" : A Survey of tertiary English Teachers in Indonesia, English Australia Journal, Volume 22, 1.