

The Effect of the Use versus Non-Use of the Native Language on Pupils' Comprehension and Conversation

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Received: 22/10/2012 ; Accepted: 23/1/2013

Abstract:

The purpose of the research was to compare the effect of the use versus non-use of Arabic in teaching English on the pupils' comprehension and conversation using a quasi-experimental design. To achieve the aim of the present research, two null hypotheses were posed. To verify the hypotheses, two classes from two secondary schools for boys were randomly selected. The research sample consisted of 52 pupils: Twenty-seven pupils in the first experimental group , while 25 pupils were in the second experimental group . The first experimental group was taught English by using Arabic as well as English, while the second experimental group was taught by using only English. The matching procedures were used in equating the two groups in several non-experimental variables. Two instruments were constructed, viz. a comprehension test and a conversation test , to measure the two dependent variables of the research. The researcher himself taught both groups for 12 weeks. The results confirmed the first null hypothesis, but disconfirmed the second one and in favour of the second experimental group. It was concluded that the use and non-use of Arabic in teaching English did not affect the pupils' comprehension, Whereas the use of Arabic in teaching English conversation had negative effects on the speaking performance of the pupils. Recommendations, based on the findings, were made.

أثر استخدام اللغة العربية وعدم استخدامها كأسلوبين في تدريس اللغة الانكليزية على أداء طلاب الصف الخامس العلمي في الاستيعاب القرائي والمحادثة

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ملخص البحث:

يهدف البحث إلى التعرف على مقارنة أثر استخدام اللغة العربية وعدم استخدامها كأسلوبين في تدريس اللغة الانكليزية على أداء طلاب الصف الخامس العلمي في الاستيعاب القرائي والمحادثة. استخدم الباحث التصميم التجريبي ذا المجموعتين المتكافئتين. ولتحقيق هدف البحث تم وضع فرضيتين صفريتين أخضعنا للتجريب. وللتحقق من صحة الفرضيات، تم اختيار مجموعتين من طلاب الصف الخامس العلمي في مركز محافظة نينوى وبشكل عشوائي. تكونت المجموعة الأولى من (27) طالباً اختيرت من الإعدادية الغربية للبنين تم تدريسها، على وفق الأسلوب الأول (استخدام اللغة العربية). أما المجموعة التجريبية الثانية فتكونت من (25) اختيرت من الإعدادية الشرقية للبنين درست على وفق الأسلوب الثاني (عدم استخدام اللغة العربية في التدريس). وقد أجريت عملية التكافؤ لمجموعتي البحث التجريبتين في عدة متغيرات غير تجريبية. وتطلب تحقيق هدف البحث وجود أداتين أعدهما الباحث، هما في الاستيعاب واختباراً في المحادثة. قام الباحث بتطبيق التجربة لمدة (12) أسبوعاً وبعد معالجة البيانات إحصائياً باستخدام الاختبار التائي لعينتين مستقلتين أظهرت النتائج عدم وجود فرق ذي دلالة إحصائية عند مستوى دلالة (0.05) بين متوسط درجات طلاب المجموعة التجريبية الأولى، ومتوسط درجات المجموعة التجريبية الثانية في اختبار الاستيعاب. اما بالنسبة لاختبار المحادثة تم ايجاد فرق ذي دلالة إحصائية عند مستوى دلالة (0.05) بين متوسط درجات طلاب المجموعة التجريبية الأولى، ومتوسط درجات المجموعة التجريبية الثانية ولصالح المجموعة التجريبية الثانية. وفي ضوء نتائج البحث قدم الباحث عدة توصيات.

Introduction:

Reading and speaking are the main skills to be mastered. They are two of the four corner stones, viz. reading, writing, speaking and listening, of any foreign language (henceforth FL) teaching. Since these two skills are very important in the process of teaching any language they need an intensive care of the FL teachers. Reading skill is essential for pupils since it is the source of information that one can get and the assisting tool for increasing the linguistic knowledge. Yet, it is meaningless to speak about reading without reference to

comprehension since comprehension is the ultimate goal of teaching reading. Rivers (1981:259) states that pupils through reading English as a foreign language (henceforth EFL) can acquire miscellaneous knowledge and read about other cultures. On the other hand, speaking is used far more than any other single skill in our daily lives; we speak twice as much as we read and three times as much as we write (Morely,1991: 6).

The teacher is considered the cornerstone in the teaching/learning process. He is the key figure in the language course .It is the teacher who sets the tone for the learning activities (Allen and Davies,1977:3). Brown (2000:12) says that the challenge in FL education is to promote inspired teaching through professionalism. This involves recognition that effective teaching does not originate in particular theory of language acquisition or approach to language instruction.

It is important here to state that adopting a suitable teaching method saves time and efforts for both the learner and instructor and, consequently, leads to good results and the teacher of FL is responsible for choosing the best technique that suits the learners and has the most effectiveness on their achievement.

It has been suggested that an eclectic technique, one that takes the best from each method, depending on the fact that any teaching method is a theoretical consistent set of teaching procedures (or techniques), to suit the needs of the learner and the situational content.

Pupils face many difficulties in learning English; namely, in the skills of reading comprehension and speaking. The result is that their level in English is very low in general. Reading comprehension is the linguistic process of reconstructing the intended message of a text by translating its lexical and grammatical information into meaningful units that can be integrated with the reader's knowledge and cognitive structures (Harris and Hodges,1982:266). Speaking is the creative use of language, which includes the intuitive mastery of the forms of language as well as the linguistic, cognitive, affective and sociocultural meanings, expressed by the language forms i.e., it is the ability to use the language effectively (Stern,1991:346). It is quite clear from the literature related to TEFL in Iraq that most pupils suffer from a deficiency of learning English and their linguistic level is low, see Al-Janaby (1998:10) , Ali (1999:23) , Al-Fatlawi (2002:2,3) and Al- Samarrai (2003:5) , and still it is the same problem confronting the professionals in the process of teaching/learning programme.

The results of surveying the observations of a number of supervisors and teachers of English concerning the procedures or strategies followed in Iraqi schools as far as teaching English as a foreign language (henceforth TEFL) is concerned, indicated that most teachers of EFL use the Grammar-Translation method. Their excessive use of mother tongue (henceforth MT) contributes to the present deteriorated situation of TEFL in Iraq. This may

result in that pupils do not acquire a sufficient command of English that shows intelligibility and acceptability in their communication in English competence. Such a case makes them usually helpless in a situation where they have to communicate with native or non-native speakers of English. Most of the time they can neither understand others' messages nor can they adequately transmit theirs. They are even unable to actually use English, which they were taught for years in real life situations.

Consequently, the situation is problematic and needs some sort of remedy. At this point, it seems probably natural to ask the following question concerning reading comprehension and speaking: "Which teaching technique is the better than the other, the native language (henceforth NL) use or the mere target language (TL henceforth) ?".

Aim of the Study:

This research aims at comparing the effects of the use versus non-use of Arabic as two techniques in teaching English on the performance of pupils in reading comprehension and speaking.

Hypotheses:

The hypotheses of the research are :

- 1- No statistically significant differences in the mean scores of the pupils' achievement in reading comprehension test will be found between EFL pupils taught by using of the NL and those taught by non using of the NL.
- 2- No statistically significant differences in the mean scores of the pupils' achievement in conversation test will be found between EFL pupils taught by using of the NL and those taught by non using of the NL.

The Use of the NL in the FL Classroom:

There is a spectrum of opinions about using the MT in teaching an FL, ranging from permissive acceptance to outright prohibition, though those holding views at either end of the spectrum are relatively few in number.

In this respect, Norrish (1983) considers translation word by word as perhaps the most common reason why students make errors particularly when the translation process is dealing with idioms and terms. However, he does not reject translation altogether.

Palmer (cited in Howatt: 1984,240) emphasizes the necessity of using the student's MT as pragmatic way to gloss meaning of new items particularly if this usage makes comprehension more accurate.

Cunningsworth (1984:40) argues that learners may have a false impression that there is exact one-to-one equivalence between words in English and in their NL .

Howatt (1984:137) argues that the teacher is expected to speak the FL as the normal means of classroom communication, retaining the MT only for glossing new words and explaining new grammar points.

Thomas (1984:187-91) believes that a number of learners sometimes feel confused, uncertain and even lost in FL teaching classes where teaching is conducted solely through the TL. In order to overcome such problems three types of exercises are suggested. The only one that relates to our subject is the incorporation of translation "*active stage*" in order to develop the advanced learner's stylistic and lexical awareness in these areas.

Co-Gower & Walters (1985:67) restricts the use of translation to some cases where it is much quicker than other devices. They argue that the teacher's understanding of the student's MT can help in saving much time. Nevertheless, they warn against encouraging students to translate. They consider it a dangerous habit for the student to be encouraged to develop. The reasons for this discouragement are that there are numerous occasions when seemingly obvious structural or lexical equivalences are used differently in an English speaking context. And also a teacher wants the students to speak and eventually think in English if possible and too much use of the MT in class can inhibit that.

Swan (1985:76-87) believes that if we do not keep making correspondences between FL items and MT items, we would never learn the FL. He inquires that if the MT is a central element in the process of learning an FL, why is it so "conspicuously absent" from the theory and methodology of the communicative approach? Why is so little attention paid, in this and other respects, to what learners already know?

Atkinson (1987: 241-247) believes that the MT can be very efficient in:

a) *Eliciting language:* For example "*How do you say X in English?*" This can often be less time-consuming and can involve less potential ambiguity than other methods of eliciting, such as visuals, mime, etc.

b) *Checking comprehension:* The MT can be used to check comprehension of the concept behind a structure, e.g. "*How do you say "I have been waiting for ten minutes "in Spanish?*" This technique encourages students to develop the ability to distinguish between structural, semantic, and pragmatic equivalences and as such is particularly useful. The MT can also be used to check comprehension of listening or reading texts.

c) *Giving administrative and routine instructions:* In some cases a satisfactory compromise is perhaps to give the instruction in the TL and to ask for repetition in the students' language in order to ensure that everyone fully understands what to do.

d) *Discussions of aims and plans of the English language classroom :* It is clear in the interest of those concerned that the teacher is aware of students' reactions to what takes place in the classroom, and learners have a right to express their views on this as clearly as possible. For this reason

discussions of methodology at early levels are best conducted either in a mixture of both languages or exclusively in the students' MT.

e) **Presentation and reinforcement:** an exercise involving translation into the target language can provide useful reinforcement of structural, conceptual, and sociolinguistic differences between the native and TL.

f) **Checking for sense:** It is useful to encourage students to do a quick mental translation of a composition or closed exercise as a checking technique to ensure that they have written nothing which would be nonsensical in both languages.

g) **Testing:** in testing, the MT can help to maximize the validity and reliability of many types of tests. Nevertheless, he warns that excessive dependency is likely to result in some or all the following :

- 1) The teacher and/or the students being 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 features, and thus oversimplify to the point of using crude and inaccurate translation.
- 3) Students speak to the teacher in the MT 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.

Apparently, the aforementioned view points are conflicting as far as the use of the MT in teaching the second/FL is concerned. Some are totally against the use of the MT in teaching the second/FL. Some have total acceptance of the use of the MT in teaching the second/FL .Some stipulate the acceptance of the MT when comprehension is at a complete standstill or to explain the meaning of difficult vocabularies and structures to save classroom time .The other viewpoints avoid the use of the MT at early stages of learning the second/FL.

Method:

To attain the aims of this research and test its hypotheses, two experimental groups were employed. Each of which controlled the other, submitted to one independent variable and both groups had two types of post-test: the first was in reading comprehension and the second was in conversation (Lehmann & Mehrens,1971:375).

The Participants:

The sample of the present study consisted of two fifth scientific classes in two preparatory schools for boys in Nineva city. Class A was chosen to be the first experimental group(henceforth EX1) whose total number was 34,whereas class B was chosen to be the second experimental group (henceforth EX2) whose total number was 44.

It was necessary to be noted that repeaters¹ and bilinguals² were eliminated. Seven pupils were eliminated from class A and seventeen from B to ensure the safety of the experiment. Consequently, the total number of participants in the experiment was 52 pupils. The EX1 consisted of 27 pupils and the EX2 consisted of 25 pupils.

In order to increase the sensitivity of the experiment, the two groups were matched so as to achieve equivalence in the following variables which affect the results of the present work:

- 1-The age of the subjects counted in months.
- 2-The level of educational attainment of the subjects' parents.
- 3-The subjects' level of achievement in English in the preceding year (fourth preparatory grade) 2005 - 2006.
- 4-The pupils' average of the subject matter of the preceding year (fourth preparatory grade) 2005-2006.
- 5-Intelligence.

The Teaching Materials:

Book 7 of the series NECI³ was the prescribed textbook for the fifth preparatory grade pupils. It consisted of fourteen units having different activities, viz. dialogue, oral practice, pronunciation, reading comprehension and written homework in each unit. The textbook units **1, 2,3,4,5, and 6** had been the teaching material for both groups.

Instruments:

The participants' progress was measured in two ways: gains on both a reading comprehension test and a conversation test. Therefore, two instruments were utilized in this study.

(a)The Reading Comprehension Test:

The Pupils' achievement in the reading comprehension test was to determine the effect of using the two techniques (using versus non using the NL) in order to accept or reject the hypothesis of the present study.

Since the ultimate goal of reading comprehension test was to measure the learners' comprehension; various questions of understanding and comprehension were involved.

The reading comprehension test consists of thirty-seven items. These items measured miscellaneous behavioural objectives (skills) .In Table 1

¹ The repeaters are alienated because they have experience and knowledge from the previous year which may affect the accuracy of the research results. Therefore, they are alienated from the results and kept in the class to conserve the school order.

² Those who are from the other nationalities, i.e. they can talk more than one language.

³ *It is to be noted that the experiment of the this study was administrated before the NECI has been cancelled in the year 2006-2007.*

specification analysis describing the nature of the test items was drawn, *see Appendix 2.*

Table 1:Skills Measured By the RC Test

Items' No.	Skills To Be Tested
6, 7, 8,9,23, 24, 25, 26	Understanding vocabulary items through synonyms or antonyms.
34,35,36,37	Understanding syntactical structures through the relations between parts of a sentence.
11	An ability to see the relationships of parts to the whole.
10,15,18,19,21,22	Understanding details.
28,29,31	Inferring cause and effect relationships.
12,13,14,16,17, 20,27,30, 31	Draw correct conclusions.
1, 2, 3,4,5,32,33	Scan to obtain required information stated in the text.

(b)The Conversation Test:

The conversation test of the present study measures only the linguistic components of the pupils. This test depends heavily on the oral activities listed in the prescribed teaching material (Oral Practice) of the series NECI book VII.

The conversation is made up of four phases, *see Appendix 3.* They altogether cover fourteen items. Each phase presents an activity.

- 1-Phase one/ an interview in which each pupil is asked a number of questions of everyday life activities.
- 2-Phase two/short passage for reading aloud.
- 3-Phases three and four/ picture-based questions.

To guarantee the validity of the two tests, they are exhibited to a panel of jurors who are specialized in the field of TEFL, linguistics and education to assess them and pass judgment on the coverage of the topic under investigation.

A pilot application of each test approves the clarity , reliability of the items , determines difficulty of the items and the average time needed to work out the items of each test .

The Experiment:

The time duration was the same for the two experimental groups. The instruction started on Sunday the 1st of October and ended on Thursday the 28th of December of the academic year 2006-2007.The researcher himself

instructed the two groups in order to avoid teacher variable during the experiment.

Before starting the experiment, the researcher matched the variables of both groups. The results obtained showed that the EX1 and the EX2 were statistically equivalent. In other words, the two groups were ready to begin and observe the effectiveness of the two independent variables.

Both groups were taught all materials aforementioned in the prescribed materials. The EX1 with using of the NL, while EX2 without using of the NL.

Final Administration of the Dependent Measures:

The reading comprehension test, in its final version was administered to both experimental groups in three successive mornings the 24th, 25th, 26th of December 2006. After the distribution of test papers, instructions were given on how to answer in order to avoid any ambiguity relative to the test.

Extraneous factors had no interference because the good examination conditions were available for the testees. The responses were corrected by the researcher himself.

The conversation test final administration was on the 7th, for EX1 and 8th for EX2, of January 2007. Each pupil was tested alone. The instructions were explained by the researcher to avoid any ambiguity. The responses were recorded and scored by the researcher himself as well as another scorer to increase the reliability of the results.

Results and Discussion:

Testing and Interpreting the First Hypothesis:

“No statistically significant differences in the mean scores of the pupils’ achievement in reading comprehension test will be found between EFL pupils taught by using of the NL and those taught by non using of the NL.”

At the end of the experiment, the results obtained from the reading comprehension test have been analyzed to determine whether there are statistical significant differences between the scores of the two experimental groups.

Consequently, the mean scores of the two experimental groups of the reading comprehension test are compared; the mean of the EX1 is **62.85** and the mean of the EX2 is **69.04**. The computed t – value is **1.248**, which is lower than the tabulated t –value which is **2.009**.

Since the computed t -value is lower than the tabulated one, the differences between the two experimental groups are not significant under **50** degrees of freedom and at **0.05** level of significance. In other words, there are no statistically significant differences in reading comprehension test between the

performance of the EX1 which is taught English by using of the NL and that of the EX2 which is taught English by non using of the NL. Thus, initially, it can be decided that the first null hypothesis of the present study is validated, see Table 2.

Table 2: The Results of the t – test for the Two Experimental Groups in the Reading Comprehension Test.

Experi- mental group	Number of subjects	Mean	Standard deviation	" t " value		At 0.05 level of significance
				Computed t-value	Tabulated t-value	
First	27	62.851	17.717	1.248	2.009 under 50 degrees of freedom	Insignificant difference
Second	25	69.04	18.014			

This could be attributed to a logical reason that the pupils of the two experimental groups used the same strategy or technique in comprehending the reading comprehension test passages as well as their questions. This strategy or technique, particularly, is the use of their NL. In other words, the pupils recourse to the translation to comprehend the reading comprehension test passages and their questions.

Testing and Interpreting Second Hypothesis:

“No statistically significant differences in the mean scores of the pupils’ achievement in conversation test will be found between EFL pupils taught by using of the NL and those taught by non using of the NL.”

After applying the criteria of evaluating the pupils’ performance in the conversation test, the results have been analyzed to determine whether there are significant differences between the scores of the two experimental groups.

Thereupon, the mean scores of the two experimental groups of the conversation test are compared; the mean of the EX1 is **141.56** and the mean of the EX2 is **162.8**. The computed t – value is **3.11**, which is more than the tabulated t–value which is **2.009**.

Since the computed t-value is higher than the tabulated one which is **2.009** under **50** degrees of freedom and **0.05** level of significance, the differences between the two experimental groups are significant. In other words, there are statistically significant differences in the pupils’ performance of the conversation test between the EX1 which is taught English by using the NL and that of the EX2 which is taught English by non using of the NL in favour of the EX2. Therefore , the second null hypothesis of the present study is rejected, see Table 3.

This table demonstrates that the pupils who are taught EFL by non using of the NL acquire, during the three months of the experiment, much command of English than those who are taught EFL by using NL. This is due to their constant exposition to the FL which ,in turn, reflects a slight increasing capability of pupils' handling their linguistic competence.

Table 3: The Results of the t – test for the Two Experimental Groups in the Conversation Test.

Experi-mental group	Number of subjects	Mean	Standard deviation	" t " value		At 0.05 level of significance
				Computed t-value	Tabulated t-value	
First	27	141.56	22.74	3.11	2.009 under 50 degrees of freedom	Significant difference
Second	25	162.8	26.39			

Conclusions & Recommendations:

In the light of the results of the present study, it seems reasonable to deduce that:

- 1-The use and non-use of Arabic as a NL in TEFL do not affect the fifth scientific male pupils' comprehension of English texts.
- 2-The use of Arabic as a NL in TEFL affects negatively the speaking performance of the fifth scientific male pupils.

Furthermore, the researcher's own observations throughout his investigation added a third ,subsidiary, conclusion demonstrating that the non-use of Arabic as a NL in TEFL motivates the pupils to gradually think in the TL which in turn promotes their linguistic ability that consolidates the pupil's direct responses.

In the light of the present study , EFL teachers are recommended to motivate the pupils to use the TL even if they commit errors. Teachers should use less Arabic and more English even when the pupils demand the opposite because the TL should be taught through the same language not via the NL. To avoid using Arabic in teaching English, EFL teachers can explain the reading comprehension passages by using simple words that suit pupils' level. Also, they can explain the meanings of words via giving their definitions, showing objects, acting them, giving examples.

While EFL Pupils are recommended to increase the amount of time of listening to the native speakers of English. They are also recommended to use English inside the classroom, as well as outside.

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Appendix 1

A Model Lesson Plan for the EX 1

The Technique of Using the NL in TEFL

A- General objectives.

Instruct the pupils to make them :

- 1-speak fluently.
- 2-comprehend the reading passage effectively.
- 3-understand the use of determiners.

B- Behavioural Objectives.

The pupils should be able to:

- 1- comprehend the general meaning of the dialogue (Booking a Flight) .
- 2- read the passage (Language) and comprehend the general meaning .
- 3-understand the new structures in the reading comprehension passage (Language) .
- 4-comprehend the use of the determiners "some" and "any" .

Introduction: (1 minute)

The teacher motivates the pupils by telling them that they will start with the new unit (unit 4).

Presentation: (35 minutes)

- Dialogue (10 minutes)

"Booking A Flight"

The teacher asks the pupils to close their books and listen attentively to him. He first reads out the dialogue "*Booking a Flight*" twice clearly at normal speed paying attention to stress and intonation. Arabic is used to explain some new words. The teacher lets his pupils repeat each sentence chorally and individually. Then, he takes one role and a pupil the other. Finally, he makes pupils read out dialogue.

- Reading Comprehension (15 minutes)

"Language"

The passage will be divided into three parts .Each part will be presented in a lesson period. The teacher introduces the new passage and explains the new vocabulary items by writing them on the board with their counterparts in Arabic. He asks the pupils to repeat chorally the pronunciation of the new vocabulary items. The teacher reads the first paragraph (the first 8 lines) of the new reading comprehension passage carefully and loudly. The pupils are made good conditions for silent reading in order to memorize difficult words and determine the mysterious ones .The teacher answers the questions raised by them using the mother tongue (Arabic). After silent reading is done, he asks two pupils to read the paragraph aloud. The teacher tries to check his pupils' comprehension by giving them oral questions, and he encourages

them to participate in the oral discussion . The following questions are included:

1-Define language.

2-How do people communicate their ideas, feelings and needs?

- Oral Practice. (10 minutes)

Determiners / Item 4.9 "some and any"

The teacher uses the mother tongue (Arabic) in explaining the uses of "*some*" and "*any*". Then he says the following sentences orally and writes them on the board.

Positive:	<i>There are some trees in the garden.</i>
Negative:	<i>There aren't any trees in the garden.</i>
Interrogative:	<i>Are there any trees in the garden?</i>
Positive:	<i>Ali has washed some dishes.</i>
Negative:	<i>Ali hasn't washed any dishes.</i>
Interrogative:	<i>Has Ali washed any dishes?</i>

The pupils are asked to repeat these sentences chorally and then individually after the teacher. The teacher conducts a changing drill by giving sentences and cues. The pupils have to change the sentences using the cue.

T:	<i>The boys have written words. (Some /any)</i>
P1:	<i>The boys have written some words.</i>
P2:	<i>The boys haven't written any words.</i>
P3:	<i>Have the boys written any words?</i>

Evaluation: (3 minutes)

The teacher asks his pupils the following questions to check their understanding of the presented material.

How do you book for a flight?

What is the best means of communication?

With what sentences do we use any?

Homework: (1 minute)

The teacher assigns the pupils two exercises (4.9/C/ 1 and 2) to do at home as well as to memorize the new dialogue for the next lesson.

**A Model Lesson Plan for the EX 2
The Technique of Non-Using the NL in TEFL**

A- General objectives.

Instruct the pupils to make them :

- 1-speak fluently.
- 2-comprehend the reading passage effectively.
- 3-understand the use of determiners.

B- Behavioural Objectives.

The pupils should be able to:

- 1- comprehend the general meaning of the dialogue (Booking a Flight) .
- 2- read the passage (Language) and comprehend the general meaning .
- 3-understand the new structures in the reading comprehension passage (Language) .
- 4-comprehend the use of the determiners "some" and "any" .

Introduction: (1 Minute)

The teacher motivates the pupils by telling them that they will start with the new unit (unit 4).

Presentation: (35 Minutes)

- Dialogue (10 minutes)

"Booking A Flight"

The teacher asks the pupils to close their books and listen attentively to him. He first reads out the dialogue "***Booking a Flight***" twice clearly at normal speed paying attention to stress and intonation. Then, he presents the dialogue to his pupils via dramatization. To explain the new words, the teacher uses certain facial expressions and body gestures, acts the situation, explains in the target language (English) using synonyms /antonyms and draws some pictures on the board. Then, the teacher lets his pupils repeat each sentence chorally and individually. He takes one role and a pupil the other, finally he makes pairs of pupils read out the dialogue.

- Reading Comprehension (15 minutes)

"Language"

The passage will be divided into three parts .Each part will be presented in a lesson period. The teacher introduces the new passage and explains, in the target language (English) the new vocabulary items by writing them on the board with their explanations or their synonyms/ antonyms. He also uses body gestures, facial expressions or a drawing representing some words on the board .He asks the pupils to repeat chorally the pronunciation of the new vocabulary items. The teacher reads the first paragraph (the first 8 lines) of the new reading comprehension passage carefully and loudly. The pupils are made good conditions for silent reading in order to determine the mysterious words. He answers the questions raised by them in the target language. After silent reading is done, he asks two pupils to read the paragraph aloud. The teacher, then, checks his pupils' comprehension by asking them oral questions ,and he encourages them to participate in the oral discussion. The following questions are included:

1-Define language.

2-How do people communicate their ideas, feelings and needs?

- Oral Practice. (10 minutes)

Determiners / Item 4.9 "some and any"

The teacher uses the target language (English) in explaining the uses of "some" and "any". Then he says the following sentences orally and writes them on the board.

Positive:	<i>There are some trees in the garden.</i>
Negative:	<i>There aren't any trees in the garden.</i>
Interrogative:	<i>Are there any trees in the garden?</i>
Positive:	<i>Ali has washed some dishes.</i>
Negative:	<i>Ali hasn't washed any dishes.</i>
Interrogative:	<i>Has Ali washed any dishes?</i>

The pupils are asked to repeat these sentences chorally and then individually after the teacher. The teacher conducts a changing drill by giving sentences and cues. The pupils have to change the sentences using the cue.

T:	<i>The boys have written words. (Some /any)</i>
P1:	<i>The boys have written some words.</i>
P2:	<i>The boys haven't written any words.</i>
P3:	<i>Have the boys written any words?</i>

Evaluation: (3 minutes)

The teacher asks his pupils the following questions to check their understanding of the presented material.

How do you book for a flight?

What is the best means of communication?

With what sentences do we use any?

Homework: (1 minute)

The teacher assigns the pupils two exercises (4.9/C/ 1 and 2) to do at home as well as to memorize the new dialogue for the next lesson.

Appendix 2

The Reading Comprehension Test

Passage (1)

Read the following passage carefully. Then, answer the questions below.

The History of Libraries

The first libraries were formed thousands of years ago, soon after man began to record information or literature. The first library in the world was in Assyria in ancient Iraq about 1300 B.C. It consisted of a collection of clay tables. There were a number of libraries in ancient Egypt too. The most famous one was at Alexandria. That library existed from about 250 B.C. until 47 B.C. When the greater part of it was destroyed by fire, it is said to have

contained 700,000 rolls of papyrus . In ancient Greece and Rome libraries were common , some of them being available for public use . Old schools such as Al-Mustansiriyah and Al-Nidhamiyah in Baghdad had large libraries .

Q1 Answer the following questions . (15 Marks)

- 1-When were the first libraries formed ?
- 2-Where was the first library in the world ?
- 3-What did Assyrian library contain ?
- 4-How was the library in Alexandria destroyed ?
- 5-What did the library in Alexandria contain ?

Q2 Find words or phrases in the passage that give the opposite meanings of the following : (12 Marks)

- 6- modern
- 7-hard to be found
- 8-unknown
- 9- private

Q3 Write the number of the sentence and the letter of the correct answer (6 Marks)

10- Some libraries inare available for public use .

- A-** ancient Egypt **B-** Al-Mustansiriyah and Al-Nidhamiyah schools
C- Baghdad **D-** ancient Rome and Athens **E-** ancient Iraq.

11- “ When the greater part of it was destroyed by fire ”. The pronoun “ it ” refers to

- A-** library **B-** Alexandria **C-** Assyrian library
D- Alexandria library **E-** ancient Iraq

Passage (2)

Read the following passage carefully. Then, answer the questions below.

Language

Man alone is able to pass on exact information to his fellows through speech . When he is hungry he can ask for the particular food he wants . However, other animals can show that they are hungry ,and to that extent , they have a language or a means of communication .Thus , when hungry a lamb will bleat ,a lion will roar, a dog will bark . Animals can show by sounds ,gestures or other signs that they are hungry , tired, frightened or playful .Birds can also communicate . They can sing .Some birds use songs to communicate with other birds when other means of communication are

difficult. But man can express such feeling exactly. He can show not only that he is afraid ,but what he is afraid of .

Q1// Write (T) if the sentence is true and (F) if the sentence is false : (12 Marks)

- 12-Only man can express exact information .
- 13-Animals are able to ask for the particular food they want .
- 14-Animals are able to communicate .
- 15-A lion bleats when hungry .
- 16-Songs are means of communication .
- 17-Only man can show his feelings .

Q2//Complete the following sentences with information from the passage: (10 Marks)

- 18- The communication means of birds is
- 19- A lion when hungry .
- 20- Justcan pass on exact information .
- 21- Animals show their feelings by
- 22- Man can ask for,when he is hungry.

Q3//Find words in the passage that give the same meanings of the following words: (12 Marks)

- 23- exchange thoughts .
- 24-certain .
- 25- to that degree .
- 26-show.

Passage (3)

Read the following passage carefully. Then, answer the questions below.

The Clever Judge

A rich man once went out of his house . When he came back, he found that a thief had stolen some of his jewels . The police thought that it must have been one of the servants who had stolen them .When the servants were called before the judge , he thought of a plan . He gave each one of them a stick all of the same length . He told them that the stick of the thief would grow an inch longer in the night , and asked them to come back with the sticks the next day .

The thief was afraid of being found out . He got up in the middle of the night and cut an inch off the stick . Next day, when they were called before the judge , the thief's stick was found to be an inch shorter than the others. In this way, the judge found out the thief and sent him to prison .

Q1//Answer the following questions: (12 Marks)

- 27-When did the thief steal the jewels?
 28-Why were the servants called before the judge ?
 29-Why did the thief get up in the middle of the night ?
 30Did the judge's plan fail or succeed ?

Q3// Change the following sentences into questions asking about the underlined phrases : (12 Marks)

- 34- The police thought that one of the servants had stolen the jewels .
 35-The Judge told the servants that the stick of the thief would grow an inch longer in the night .
 36- The judge sent the thief to prison .
 37-The thief got up in the middle of the night to cut an inch off the stick .

Appendix 3 The Conversation Test

Phase 1: This phase tests the pupil's ability to provide information about

Q2// Match the number of the sentence with the letter of the correct answer: (9 Marks)

List A

- 31- The thief is the
 32- The judge told the servants that the thief is the
 33- The police expected that

List B

- A- one of the servants had stolen the jewels
 B- the rich man who had stolen the jewels
 C- one whose stick is an inch shorter
 D- one whose stick would be an inch longer
 E-one whose stick would be the same length

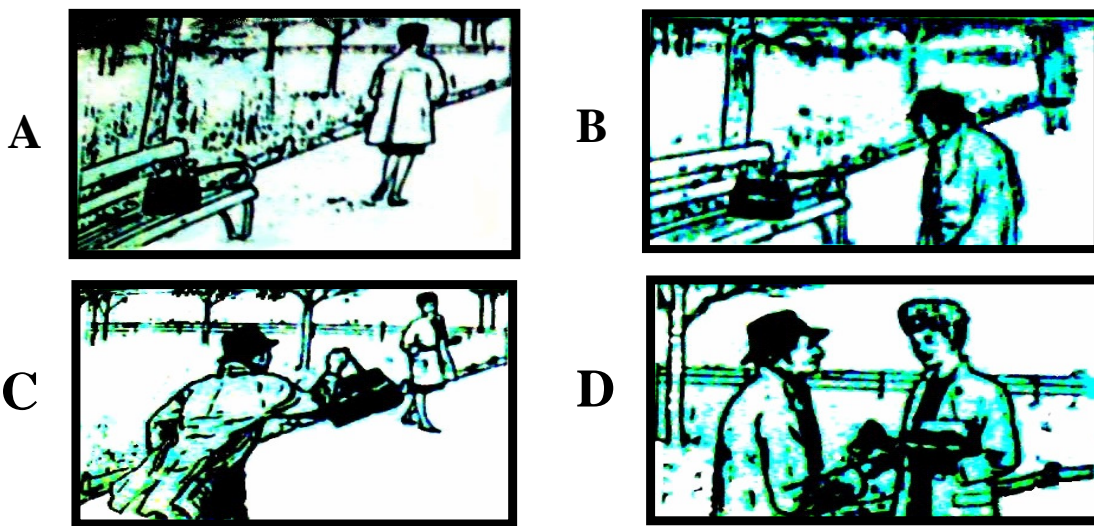
himself. The tester's ultimate purpose is to help the pupil to relax.

1. What are your hobbies ?
2. When did you start playing, swimming...etc?
3. How many hours do you sleep a day ?
4. When do you go to bed in the evening ?
5. When do you get up in the morning?
6. When does your school start ?
7. When do you start doing your homework?

Phase 2 : This phase tests the pupil's pronunciation and fluency through reading passage given to him from the prescribed textbook .

" The school library is an important part of the school . Every school library has three main purposes : it is a place to which pupils can go to enjoy the pleasure of reading ; it is a centre for studies where pupils can learn by enquiry ; and a place where they can get facts and information from reference books such as dictionaries ,encyclopedias , atlases , etc "

Phase 3: This section tests pupil's ability to tell a simple story depending on a sequence of pictures given to him .



The Story

The teacher says the following extract "Jane Collins was sitting on a bench in a public garden .She remembered that she had an appointment with her dentist . She left hastily and forgot her bag. **Then he asks the pupil to continue**"now continue the story in your own words".

Phase 4: This section tests the pupil's ability to answer questions about the situation given in the sequence of pictures.



Questions

- 1-When does Arthur Collins leave his office?
- 2-Where does he go ?
- 3-How does he go home ?
- 4-What does his wife bring him ?
- 5-What do Arthur and Jane do after that ?

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