

Dedication

To:

My mother, father, sisters and brothers

Acknowledgements

Definitely, no work of value could be accomplished without the help of Allah; hence countless thanks are to Allah, the Almighty Creator.

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TABLE OF CONTENTS

	page
Dedication	i
Acknowledgements	ii
Table of Contents	iii
Abstract in English	vi
Abstract in Arabic	vii
Abbreviations	viii
 CHAPTER ONE: Introduction	 1
1.1 Context of the study	1
1.2 Statement of the Problem	4
1.3 The study questions	5
1.4 The study Hypotheses	6
1.5 Objectives of the study	6
1.6 Significance of the Study	6
1.7 Limits of the Study	7
1.8 Methodology of the Study	7
1.9 Summary of the chapter	7
 CHAPTERTWO: Literature Review:	 8
Part one: Theoretical framework	8
2.1 The Monolingual Approach of teaching English	8
2.2 The Bilingual Approach of teaching English	10
2-3 L1 Applications in teaching language sub-skills and activities	14
2-4 L1 Use and Krashen Theories	16
2-5 The Pedagogical Implications of L1 Use in the L2 Classroom	18

2-6 Reading comprehension	23
2-6-1 The Nature of Reading	24
2.6.2 Reading Comprehension	25
2.6.3 Text –Based Theories	25
2.6.4 Reader-Based Theories	25
2.6.5 Theories Based on Metacognition	26
2.6.6 Reading Comprehension in a Foreign Language	27
2.6.7 Major factors affecting reading comprehension	28
2.6 .8 Applied studies of cross-cultural reading performance	32
Part two: Review of previous studies	33
2-7 Summary of the Chapter	39
CHAPTER THREE: Methodology of the Study	41
3-1 The Study Methodology	41
3-2 Study Population and Sample	41
3-2-1 Questionnaire Sample	42
3-3 Research Instruments	44
3-3-1 Research Experiment	44
3-3-2 Teachers' Questionnaire	45
3-3-3 Pupils' Questionnaire	46
3-3-4 Classroom Observation	46
3-3-5 Validity and Reliability of the Test	47
3-3-6 Validity of the Questionnaire	48
3-3-7 Reliability of the Questionnaire	48
3-4 Procedures	49
3-5 Pilot Study	49
3-6 Summary of the Chapter	49
CHAPTER FOUR: Data Analysis, Results and Discussion	51
4-1 Analysis of the Experiment	51
4-2 Analysis of Teachers' Questionnaire	53
4-3 Analysis of Pupils' Questionnaire	69

4-4 Analysis of Classroom Observations	81
4-5 Summary of the Chapter	83
CHAPTER FIVE: Summary, Conclusions and Recommendations	85
5-1 Summary and Conclusions	85
5-2 Recommendations	89
5-3 Suggestion for Further Studies	89
REFERENCES	90
APPENDICES	100
Appendix (1): Pupils' Tests	100
Appendix (2): Teachers' Questionnaire	104
Appendix (3): Pupils' Questionnaire	107
Appendix(4):Checklist of Classroom Observations	109

Abstract

This study aims at investigating the use of Arabic language in English reading comprehension. It explores possible reasons for the use of L1 while learning FL. It also surveys teachers' and students' views on the use of L1 in the classroom. To achieve the set objectives, the study employed the experimental research method where the researcher used Arabic in the experimental group to help explaining things when they were not clear; to quickly clarify new vocabulary or phrases, while Arabic was not used at all in the control group. Furthermore, questionnaires, and class observations were used to address the research questions and objectives. 60 pupils from AlShaheed Mahieldien Secondary School participated in the study experiment, 100 teachers and 250 pupils completed questionnaires, and 7 EFL classes were observed by the researcher. The study found out that the use of Arabic language facilitated EFL reading comprehension. It is also found that teachers use Arabic language for other purposes though their uses of Arabic within English classes ranged from "rarely" to "always" in the questionnaire. Moreover, both teachers and pupils demonstrated positive attitude towards the use of L1 within English classes. Finally, based on the findings, the study recommends a limited use of L1 in: explaining vocabularies, grammar, and concepts when necessary.

Abstract

(Arabic Version)

مستخلص الدراسة

تهدف هذه الدراسة إلى بحث استخدام اللغة العربية في تدريس الاستيعاب القرائي في اللغة الإنجليزية وتقصي الاسباب التي قد تؤدي لاستخدامها اثناء تعلم اللغة الاجنبية، شملت الدراسة ايضاً آراء التلاميذ والأساتذة حول استخدام اللغة الاولى داخل فصل اللغة الانجليزية. لتحقيق اهداف الدراسة: استخدمت الدراسة البحث التجريبي حيث قام الباحث باستخدام اللغة العربية في المجموعة التجريبية وذلك لشرح بعض المفردات أو الجمل عند الحاجة إلى ذلك ولم تستخدم اللغة العربية في المجموعة الضابطة، اُضيف الى ذلك تم استخدام ثلاث أدوات لجمع البيانات: استبانة لكل من الاساتذة والتلاميذ، زائداً الملاحظة الصفية. شارك 60 تلميذاً من مدرسة الشهيد محي الدين الثانوية في تجربة الدراسة، اكمل 100 أستاذاً و 250 تلميذاً الاجابة عن اسئلة الاستبانة ، فضلاً علي ملاحظة 7 حصص للغة الانجليزية . توصلت الدراسة إلى أنّ الطلبة الذين تم تدريسهم باستخدام اللغة العربية مع اللغة الإنجليزية قد تفوقوا في التحصيل علي نظرائهم الذين تم تدريسهم بواسطة اللغة الإنجليزية فقط. وقد أشارت نتائج الدراسة ان الاساتذة يستخدمون اللغة العربية في فصل اللغة الانجليزية رغم ان مدي استخدامهم للغة العربية يتراوح تقريباً من "نادراً" الى "دائماً" حسب الاستبانة. وعلاوة على ذلك، اظهر كل من الاساتذة والتلاميذ اتجاهات ايجابية نحو استخدام اللغة العربية ضمن دروس اللغة الانجليزية. اخيراً واستناداً على هذه النتائج، توصي الدراسة باستخدام محدود للغة الاولى في شرح: المفردات و القواعد اللغوية او المفاهيم الغامضة اذا اقتضت الضرورة .

Abbreviations

EFL	English as Foreign Language
FL	Foreign Language
L1	First Language
L2	Second Language
MT	Mother Tongue
NILECourse	New Integrated Longman English Course Sudan
PS	Pilot Study
PQ	Pupils' Questionnaire
S L A	Second language Acquisition
SPINE	Sudan Practical Integrated National English Series
SPSS	Statistical Package for Social Science
T G	Target Language
TQ	Teachers' Questionnaire