

Free three research questions were formed to achieve the research objectives. the...

[Sociology](#), [Communication](#)



- Research Methodology

The research methodology of any research is very important to define as it lays out essential parameters on which a research is based upon. Walliman states that methodology assists a researcher in identifying the research approach which in turn helps in defining the sampling strategy and sampling size along with the research strategy. The research methodology of this report will discuss the research approach, research design, the tools used and the sampling size and strategy respectively.

- Research Approach

The research approach which has been adopted in this particular research is qualitative approach. Qualitative research approach has been chosen as it has advantages like richness of data and realism attached to it and allowed the researcher to gain an in-depth understanding of human behavior (Malhotra)

- Research Questions

- What are the effects of using L1 (English) in classrooms to facilitate the learning process of Arabic for students?

- What are the effects of using L2 (English) in classrooms to facilitate the learning process of English for students?

- What are the effects of using L1 and L2 in classrooms to facilitate the learning process of English for students?

- What are the perceptions of teachers regarding use of L1 and L2 in classrooms to facilitate the learning process of students?

- Research Design

The research design was created solely by the researcher herself as the

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researcher has made use of qualitative and inductive approach. Therefore, the methods, designs and procedures have been developed by the researcher.

The researcher firstly collected primary data from students studying within Missouri State University using a questionnaire. The questionnaire was developed using an online tool by the name of survey monkey. Data was collected from students in two ways: the American students were targeted using direct mail strategy by using the university mail while the Iraqi and Arabic students were sent links of the online survey using the social media tool, Facebook. Three questionnaires were made use of in this study as three different samples had been chosen by the researcher to understand clearly how use of certain language affects learning process in classrooms. Amongst the three different samples which were chosen for the study, the first sample was of American students studying Arabic in Missouri State University. The second sample chosen was that of Arabic students at ELI studying in Missouri State University while the third sample chosen was of Iraqi students, 8 of which study in University of Central Florida while 6 Iraqi students were studying in Missouri State University. The Iraqi students used L1 while learning L2 whereas in USA, ELI is taught using the only English rule. The researcher also conducted interviews from two teachers in the same university. Two questionnaires were made use of during interview as two teachers teaching in different classrooms were interviewed.

Once the researcher collected the data, it was analyzed with the help of graphs and simple mathematical percentages. The graphs enabled data to be visually presented which assisted the researcher in understanding the

findings clearly and hence drawing conclusions. Graphs also made it easier for different data to be compared easily with another data set.

- Research Strategy

Data was collected from two different sources: students and teachers. To collect data from student, three different questionnaires were used. The data collected however was presented using simple graphs so that there is consistency in reporting results and comparison of results can be made easier. The data collected from the teachers was also accumulated using questionnaires and again a separate questionnaire was used for the two samples identified.

- Questionnaires Design and Development

Questionnaire design and development plays a crucial part in collecting data. The researcher in this case had to make use of five different questionnaires as five varying samples had been defined for this research to answer the research questions formulated. The researcher made use of both close and open ended questions depending on the requirements of the question and whether additional insights of respondents is required or not.

- Questionnaires for Students

Three questionnaires were floated to engage students to take part in the research. In the first questionnaire, 8 questions were formed, all of which were close ended. The second questionnaire consisted of 6 questions, most of which were close ended while one question was open ended as the researcher felt there was a need of deeper insight from respondents on that particular factor. The third questionnaire was the most important one as it was developed to test two different parameters unlike the first and second

questionnaire which tested only use of one language in a certain setting. Therefore, 10 questions were made use of, most of which were close ended in nature. However, a table which consisted of several options and had Likert scale embedded within it tested 7 different factors which affect students' learning within a classroom based on using either first or second language.

- Interview Questionnaires for Teachers

All questionnaires were formed in such a manner that they were concise, were easy to fill in and were understandable. Open ended questions were used only when the researcher felt that a deeper insight from respondents was required. The questions included within the questionnaires were developed very carefully. Each question included in the different questionnaires assisted in answering the research questions.

- Sampling Strategy and Sample Size

Sampling strategy which was used in this research was a combination of convenience and purposeful sampling. Convenient sampling was used as it allowed the researcher to waste little time and was easy to be made use of. Purposeful sampling on the other hand was used as the researcher selected the sample which best suited the research.

The sample size was not pre defined. The researcher floated the questionnaires to different students and received different numbers of responses for each. The first questionnaire received 7 responses from American students. 15 students answered the questionnaires targeted towards answering the second research questions while for the third research question, 14 students filled the questionnaires. The sample size for interviews on the other hand was set at one teacher each.

- Data Findings, Analysis and Discussion
- Procedure

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- Data Findings and Analysis

Data findings and analysis will be presented in two sections. Each section will then be sub divided to represent the research question which had to be answered to achieve the research's objectives. The two sections which have been recognized to represent data findings and analysis are students and teachers to make the results appear more clear and easy to understand.

- Section 1: Students

- Questionnaire One: Analyzing the effects of using L1 (English) in classrooms to facilitate the learning process of Arabic for students

Seven students were gathered to fill the questionnaires. These are the American students studying level 101, 201 Arabic courses in Missouri State University. The findings are represented using simple graphs and an analysis has been presented accordingly.

Question One:

The first question which was asked was targeted towards understanding whether it is appropriate to use English in classrooms while learning Arabic. All 7 students which represent 100 percent of the sample size replied affirmatively.

Question Two:

Question Three:

When students were asked which percentage of time should English be used in classrooms, 3 students chose the option 31-40 percent while the other 3 chose 50 percent of above which represents 85. 7 percent of sample size. Hence, the students want English to be used more in classrooms.

Question Four:

When students were asked why were they keen on using English language in Arabic classes, 6 students (85. 7 percent of sample size) expressed that they will be able to understand well in classrooms while 1 (14. 2 percent of sample size) student expressed that he will feel more comfortable in classroom.

Question Five:

The result of the question that does use of L1 (English language) aid in the learning process, all the students replied positively. 2 students (28. 6 percent of sample size) expressed that it helps fairly much while 5 students (71. 4 percent of sample size) stated that it helps a lot.

Question Six:

When it comes to understanding whether teachers should use only Arabic rule in classroom, only 1 student (14. 2 percent of sample size) replied with Yes while 6 students (85. 7 percent of sample size) expressed that it will not aid the learning process. This shows that students prefer teachers who do not apply the rule of Arabic only.

Question Seven:

However, the researcher also tried to find out how using L1 (English language) in classrooms deters the learning process. 5 students (83. 3 percent of sample size) commented that it prevents confidence to be built in students to speak Arabic while 2 students (33. 3 percent of sample size) showed concern that it affects their ability to comprehend the Arabic language properly.

This questionnaire helped the researcher in answering the first research question. This is because the researcher was able to find out that using L1 language assists students learning L2 and helps them to understand difficult concepts. However, students feel that using only L1 will hinder the learning process and using L1 excessively affects confidence levels as well.

- Questionnaire Two: Analyzing the effect of using L2 (English) in classrooms to facilitate the learning process of English for students

Question One:

When students were asked whether they preferred being taught in only English language, the results were very close. Of the 15 students, 8 students

(53. 3 percent of sample size) responded with a yes while 7 students (46. 7 percent of sample size) said no.

Question Two:

When the students were further asked what does “ English only” rule mostly aid them in, 6 students (40 percent of sample size) opted for the option gaining confidence while using English language and the same number of students chose the option communicating effectively in English. Therefore, the students focus was on communication than other factors.

Question Three:

When students were asked how the rule of English only causes problems most in, a total of 10 students (66. 7 percent of sample size) claimed that it deters understanding of complex concepts while 4 and 3 students (26. 7 and 20 percent of sample size respectively) stated that it results in problems in gaining confidence and catching up with procedures and lessons. Therefore, students mostly felt that when a complex concept is taught, use of first language should be made by teachers.

Question Four:

Most of the students (12 students which make up 80 percent of sample size) were in favor of English language being used 50 percent or more in classes. When compared to using only Arabic to teach Arabic in classrooms, the students’ responses were divided between 31-40 % and 50 % or above options. Hence, there is a deviation in responses when a different language is being taught in a class.

Question Five:

Most of the students that are 11 students of 15 students (73.3 percent of sample size) said they communicate in English during their English classes. This shows high acceptability of English language in the classrooms.

Question Six: What is the reason for communicating in the languages chosen above?

When students were asked why they use the languages chosen above for communication, the responses varied. For students who chose English language, the responses varied from "To improve my English" to "Because that could help the person acquire the language and get confidence".

Therefore the focus was on building the English communication skills. People who chose Arabic language stated that they use it because it is their native language since responses written included "Easy and my native language". Hence the stress here was on convenience in using Arabic language to communicate.

Use of open ended question here made it easier for respondents to express themselves and allowed the researcher to deeply understand the reasoning behind choosing the language they have stated.

This questionnaire assisted the researcher in comprehending how English only affects the learning process. It was seen that students preferred being taught in English but they did find it difficult to learn L2 when new or difficult concepts were taught in class.

- Section Three: Questionnaires Three: Analyzing the effect of using L1 and L2 in classrooms to facilitate the learning process of English for students
14 students were targeted to fill questionnaires so that research question

number three can be answered. The answers are again presented in graphical form to maintain consistency and analysis is provided as well.

Question One: Tick the options which apply to you

For the first question, a table was used and Likert scale from strongly disagree to strongly agree range was made use of. For the first question, the responses were more inclined towards students wishing that their teachers understood their language as 5 students (35. 7 percent of sample size) and 2 students (14. 3 percent of sample size) chose agree and strongly agree respectively. The responses for the second question varied and did not yield any proper results. This is because 4 students (28. 6 percent of sample size) chose the option of neither agree or disagree while most of the students (7 students which makes 50 percent of sample size) chose the option of disagree and strongly disagree.

For the third question, 50 percent of sample size that is 7 out of 14 students strongly disagreed to the statement that it is not important to communicate in English as long as they are finishing their work. However, 8 students (57. 1 percent of sample size) did agree to the statement that use of dictionaries should be allowed in class to make translation process easier. Nevertheless, it must be noticed that when students were asked to rate statements such as “ I communicate in my first language more than English during classrooms” and “ I believe that my class should have only English policy to aid learning process”, 7 students of 14 students (50 percent of sample size) replied with strongly disagree for the former statement and again 7 students (50 percent of sample size) replied with agree and strongly agree for the latter. Hence

use of English language was accepted by students more than use of L1 language.

Question Two:

When students were asked which language they use mostly to communicate, 12 students (85.7 percent of sample size) replied with English language. The result for this question is similar to that of the question asked from students learning English using L2 language only in classrooms. Hence, acceptability of using English language is high in this university.

Question Three:

When students were asked why they use English language, most of them (6 students which make up 42.9 percent of sample size) commented that because they want to improve their English skills while 5 students (35.7 percent of sample size) stated that they use English to understand concepts more efficiently. The results were again similar to those students who were taught using L2 language and asked what English mostly aids them in. Most of them had focused on building English skills and communication skills.

Question Four:

Question Five:

When students of these classrooms when inquired about English rule only, 9 students (64.3 percent of sample size) said that yes it should be used while 5 students (35.7 percent of sample size) commented that no, it should not be used. The results were not similar to that of the result gained from sample used to answer research question two. There were approximately

equal responses of both yes and no towards using English only in classrooms.

Question Six:

Most of the students (7 students of 14 students making 50 percent of sample size) felt that first language should not be used in classrooms at all. This was followed by 4 students (28. 8 percent of sample size) choosing the option of 0-20 percent. Hence, most of the students did not feel that first language should be used in classrooms.

Question Seven:

92. 9 percent of sample size which means 13 out of the total 14 students commented that 50 percent or above times, English language should be used in classrooms. The results were almost similar to those students chosen for research question two who were asked the same question as 80 percent of the sample size chose the option of 50 percent or above.

Question Eight:

The response of this particular question was divided amongst both the options given to students. The 14 students chose the options of Yes and No equally which makes the results unclear.

Question Nine: According to you which language (first or second) aids in effective learning? Why?

This question was an open ended question. The responses included comments like “ second language aids in effective language because it can assist students to focus more on all the details” to “ second language can aid

in effective learning more because in order to be fluent, students have to start thinking in the target language". Therefore, the focus of students was on learning to use English effectively so that they can achieve command over the language.

This particular questionnaire was able to show that students preferred that English should be used more in classrooms as they feel it aids in the learning process. But they again agreed to the fact that new or difficult concepts should be explained in L1.

- Section Two: Interview with Teachers

- Interview with Teacher A

Moreover, Teacher A added that he uses L1 more than 50 percent in his classrooms as he feels that use of L1 in his classrooms aids in learning new concepts, understanding difficult words and concepts and to teach proper grammar and usage. He felt that use of L1 affects the learning process as students can be made to feel comfortable to learn and understand main objectives of lessons by using it and he further added that advantages of using L1 include reducing communication barrier between him and the students. Additionally, the teacher commented that by using L1, students do respond more because they can be explained how to speak a certain word more clearly if L1 is used. However, the teacher did express his concerns over the fact that use of excessive L1 language hinders students from being exposed to the target language they have to learn. He also kept stressing on the fact that he makes use of L1 language only in beginner levels. As soon as students reach an advanced or intermediate level, he does not use L1 in classrooms and communicate only in L2.

- Interview with Teacher B

An instructor teaching in Missouri State University was interviewed to further understand the effect which using L2 only in classrooms has towards learning that particular language. The instructor's perceptions and feelings towards using L2 in classrooms were also understood during the interview. The instructor interviewed teaches in ELI within the university and concentrates on building English writing, grammar, spelling, reading, speaking and listening skills. The instructor expressed that he uses English language in his classrooms (L2) since he has students from various backgrounds and this enables everyone to understand him. He further comments that if L1 is used in classrooms by the teacher, it will not enhance English learning and understanding skills since students will just communicate in L1. This is why he prefers using L2, 50 percent or above in his classes as he feels that doing so will enable students to not only learn new concepts and words, but will also help them gain confidence and teach them proper English grammar and usage. The instructor also added that students mostly converse in English in his classes and he encourages the use of English through motivation and reward of learning the course.

However the instructor feels that at times only using English in classrooms can lead to students not understanding the concepts and feeling lost in class. Nevertheless, the instructor stressed that use of English needs to be enhanced in advanced levels but using L1 for beginner classes is acceptable.

Therefore, it can be clearly seen that both teachers agreed on a lot of facts.

For instance, they both expressed the same feelings towards using L1 during

beginner levels as being acceptable. They also agreed that excessive use of L1 language might hinder in learning L2 language but L1 language can be used to make students understand new or difficult concepts more clearly.

- Discussion

For research question one, it must be noted that both the teacher and students studying in levels 101 and 201 agreed on various factors. They both felt that use of L1 in classrooms is acceptable and also expressed that use of L1 for more than 50 percent of the time is appropriate. Furthermore, the instructor and students again agreed that using L1 assists in explaining difficult concepts, introducing new materials and in comprehension. Apart from that Teacher A and the students both stated that students feel more comfortable if L1 is used in classrooms and aids in their understanding of the new language. Additionally both parties agreed fully that use of L1 in classrooms does aid in learning of new language but again deters in communicating in the new language properly since use of target language is not maximized. However the instructor did stress on the fact that such high use of L1 in this classroom is made only at beginner levels and as students' progress in classroom, the use of L1 language minimizes while no such indication was seen in the students' responses.

When students who were taught both in L1 and L2 were asked to fill questionnaires, it was noticed that these students preferred using English in classrooms and they usually communicate in L2 since they want to improve their language, understand the concepts well and also be more confident while communicating in English. However, they did express that they do use L1 when they want to understand a concept or when they cannot talk

properly in English. Additionally, they expressed that English only rule will enhance their learning level and should be used 50 percent or above in the classroom. They also expressed very strongly that they prefer communicating in English and commented that use of L1 in classrooms should be restricted.

Therefore, the three research questions clearly showed that students in beginner levels preferred use of L1 since they required a clear understanding of concepts and need to feel comfortable while learning the new language. The instructors and students also expressed very clearly that use of L2 should be enhanced in intermediate and advanced levels as students will be able to learn concepts and communicate better in English if only L2 is used. They also commented that use of L1 should be restricted in advanced levels as it deters learning of new language.

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