

The use of Arabic in the English class

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Introduction

Although use of Arabic is defective as a method for learning a foreign language, it is useful in certain situations when communication breaks down. Using Arabic as a technique for teaching English might occur especially in the early stage of learning English, but such use must be governed by some rules. For instance, use of Arabic should be done by the teacher and not by the student. It is also available not to use literal translation – word by word – since there are a lot of contrasts between English and Arabic not only in form but also in meaning. Clauses and sentences are more manageable for translation into Arabic isolated words except if the words are abstract nouns such as: ‘honest’ or ‘faith’ then it is better to translate them literally. The use of Arabic is desirable when it is inevitable, helpful and quicker. Forbidding the use of Arabic in all cases is not recommended because a student sometimes thinks in

Arabic. - A student searches in his mind for the equivalent in Arabic. When he finds it, he is happy, satisfied and has a pleasurable feeling of success. When the English word has become perfectly familiar, style use of Arabic is dropped . The mind does not indulge in a soluble operation when a single one is adequate. The object of the teacher, therefore, is to take the strangeness of the new word away as quickly as possible, and make the student quite familiar with it, so that there is no need for translation into Arabic. Nevertheless, the teacher should be aware of the parameters of using Arabic in the English classroom in order to conduct his class effectively.

The Problem:

Arabic is still used a lot in the English class for using Arabic to many English words, sentences, expression and grammar rules. In spite of the recommendation embedded in the English Programme – English for Saudi Arabia – to the teachers to the use English most of the class time, yet demonstration of many parts of a lesson, explanation of instructions and communication with

interlocutors are frequently done in Arabic and not in English. When Arabic is used often, whether by a teacher or a student, in the English class it brings about unsatisfactory atmosphere of instruction and consequently results in modest learning.

Objectives of the Study:

This study intends to determine :

- 1) the time taken by an English teacher in using Arabic during the English period.
- 2) the time spent by a student in using Arabic during learning or discussing English matters in the class.
- 3) the English elements which are usually exposed to translation in the English classroom.
- 4) the instructional situations, explanations and communication wherein Arabic can be used.

Research Questions :

The objectives of the study are achieved against the following inquiries:

- 1) What Time is spent by an English teacher in using Arabic during the English period ?
- 2) What time is spent by student in using Arabic during learning of discussing English matters ?
- 3) What English instructional situations can Arabic be used ?
- 4) What types of English vocabulary, lexis, expressions and structures can pedagogically be better to give their counterparts in Arabic ?
- 5) What parts of lesson explanation and communication lean more to translation into Arabic ?
- 6) Can Arabic bridge gap-connection of English class administration?

- 7) Can Arabic in the English class be used to facilitate communication which contains both message-getting across and time-saving strategies.
- 8) Can Arabic in the English class be used to facilitate teacher-student and student-student relationships through chatting before the start of the lesson to reduce student anxiety.

Significance of the Study:

When Arabic is used in the English class it inhibits the stream of communication and suffers the mode of interaction. The English class, further, is converted into Arabic and the atmosphere of the English culture becomes Arabic which decreases, emotionally, the rate of learning and English acquisition. The present study, therefore, exists to confine the English situations to those which are urgently demanded to save period time and bridge interaction. To the knowledge of the researcher, it is the first study deals with the use of Arabic, its dogmas and criteria, in the English class.

Tools:

The study uses two tools. The first one is a questionnaire which is administered to English teachers at intermediate and secondary schools. The aim of the questionnaire is to investigate data about the dimensions and areas wherein Arabic can be used in the English class depending on respondents answers and responses. The second tool is audio-taped live English lessons to identify the time spent and the instructional situations wherein Arabic is used.

Limitations:

The investigation in this study is limited to the intermediate and secondary government school boys only.

The Literature Review and Related Studies

The use of the mother tongue in foreign language teaching (FLT) has arisen since the appearance of the direct method. The development of ELT as a casual career for young people visiting Europe encouraged teachers to make a virtue of the necessity of using only

English. Added to this, the subsequent growth of a British-based teacher training movement out of the need to provide training for teachers working with multilingual classes served to reinforce the strategy of mother tongue avoidance. The effect of this on those non-native speakers who make up the vast majority of language teachers has been to make them feel either defensive or guilty at their inability to 'match-up' to native speakers in terms of conducting a class entirely in English. Some teachers switch to an all English classroom but find themselves inadequately equipped with mother tongue strategies with which to get their meaning across: faced with student incomprehension and resentment at this new game, they revert to use of the mother tongue.

Approaches of Translation in FLT:

Two approaches of translation in FLT can be identified namely; communicative and semantic. Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts

to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original. Newmark (1981:39) states that "Communicative translation addresses itself solely to the second reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary." But even here the translator still has to respect and work on the form of the source language text as the only material basis for his work. He continues, 'Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text.' One basic difference between the two methods is that where there is a conflict, the communicative emphasizes the meaning rather than the content of the message which is more effective and less informative. A communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language, tending to under-translate, i.e. to use more generic, hold-all terms in difficult passages. A semantic

translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to over translate, to be more specific than the original, to include more meanings in its search for one nuance of meaning. Conversely, both semantic and communicative translation comply with the usually accepted syntactic equivalents for the two languages in question. (Hause: 1977).

Considerations for Using Arabic in the English Classroom:

Three considerations can be identified regarding limited use of Arabic in the English classroom. The first consideration is the student-preferred strategy when he chooses to translate without encouragement from the teacher. This is only true of beginners at intermediate stage. Danchev (1983) argues that the translation / transfer is a natural phenomenon and inevitable part of English learning and acquisition even where no formal classroom learning occurs. He assumes that students

inevitably and even 'unconsciously' attempt to equate English language structure or lexical item with closest or most common correlate in the mother tongue, regardless of whether or not the teacher offers or permits translation. The methodology should attempt to work with this natural tendency rather than against it. The second consideration is a humanistic approach which lets students use Arabic to say what they want. This appears a reasonable enough point and few teachers would refuse to help a student who asked for example: "How can I say in English?" The third consideration is the Arabic strategies explaining. This is certainly the reason most commonly given by teachers who advocate the use of Arabic in the English classroom.

Arguments Against Using Arabic in the English Classroom:

While some English teachers, supervisors and theorists disagree about the role of Arabic strategies in the English classroom, some others agree that, in the interests of the development of English as a communicative tool,

communication in the classroom should take place as far as possible in English. However, excessive dependency on Arabic creates a feeling that now a single word can be understood without translation. Students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features and thus oversimplify to the point of using crude and inaccurate translation and they speak to the teacher in Arabic as a matter of course even when they are capable of expressing what they mean. Students fail to realize that during many activities in the classroom it is essential that they use only English. There will need to be appreciable advantages gained from using Arabic in order to outweigh the disadvantage of loss of this authentic transaction. On the other hand, if Arabic use achieves advantages in such areas time-saving or improving teacher-student rapport at the expense of causing the above problem, it must be regarded as suspect and replaced wherever possible by a corresponding English strategy.

There are many other arguments against the use of Arabic in the English class. The use of Arabic produces

interference between Arabic and English in the three aspects of language: lexis, structure and context. It prevents students from thinking in English and misleads students into thinking that expressions in Arabic and English correspond one-to-one. The use of Arabic is unnatural situation and radically different from the four skills in terms of which language competence can be defined, namely: reading, writing, speaking and listening. It takes up valuable time which could be used to teach these four skills (Malmkjær: 1994).

Related Studies:

A study is conducted by 'Arishi' (1985) about: "EFL Teacher's Behaviour in EFL Classes in Saudi Arabia" which is designed to analyse teacher-student interaction in EFL classes in Saudi Arabia in order to develop an objective systematic analysis of teacher's behaviour. Teacher-student interaction patterns were coded live and audio-taped. The analysis involved two 20-minute observations of "30" randomly selected EFL Saudi intermediate

school teachers. Among the findings of the study is that the use of English by students is generally mechanical in nature and Arabic is regularly used by both the students and the teachers. The time spent for that is (13.29%) of the time for teacher-student verbal interaction. Another finding is that the students use Arabic whenever they ask questions or take initiative (Arishi: 1985).

Al-Twaijri, Abdul Aziz (1982) conducted another study investigating the adequacy of students' preparation in English as a foreign language in the Saudi schools. He found that the method of teaching English failed to motivate the students. The study indicated that the teacher's usage of Arabic in class activities was quite noticeable and more than actually needed. The researcher recommended that teacher training colleges in Saudi Arabia had to improve their programmes for graduating English language teachers.

A third study by "Surur, Radi" entitled: "A Survey of Students', Teachers' and Administration's Attitudes Toward EFL in the Saudi Arabian Public School" was done in (1981) sampled six hundred fifty six students, seventy three teachers and thirty six administrators from two Saudi school provinces. The study showed that teaching of English emphasized rote learning and memorization of sets of drills, questions, answers and sentences. Further, teachers of English use Arabic more than English in explanation.

Al-Ahaydib, Mohammad (1986) conducted a research to identify the strengths and weaknesses of the English syllabuses of the intermediate and the secondary stages through the perception of supervisors, teachers and the third grade intermediate and secondary students. The study also surveyed the interests, needs and complaints of students, teachers and supervisors. The study conclusions were that the students' participation in class activities was very little due to the dominant

role that the teachers played and there was an emphasis on teaching grammar explicitly and in details coupled with translation of rules into Arabic. One of the most important findings of the study was that the teachers of English tended to speak Arabic more than needed.

The findings of the related studies show that :

- 1)- Arabic is used frequently in the English class either by teachers or by students.
- 2)- Students prefer using Arabic whenever they ask questions or take initiative.
- 3)- Teachers use Arabic often when dealing with grammar explanation, giving instructions, developing activities and for classroom administration.

From these findings it can be concluded that Arabic is dominating the English class which handicaps effective mastery of the language .

Study Design and Procedures

Two tools are used to save information about the hypothetical issues already been clarified, namely, a questionnaire and audio-taped live lessons. This chapter deals with the design of tools and procedures of administrations.

Methodology:

The design of the study is descriptive in nature and includes a survey of opinions of the English teachers working at intermediate and secondary schools in Jeddah, Saudi Arabia. A questionnaire of three parts is designed to get information about the English elements which are usually exposed to translation in the English classroom and the instructional situations, explanations and communication wherein Arabic can be used. It also includes an empirical work for audio-taping live English lessons in order to record the time spent in using Arabic in the English class by both teachers and students.

Instrumentation:

1) A questionnaire developed by the researcher is divided into three parts with different types of items ranging from structural response of ticking (☐), multiple choice up to free-response questions at the end of the questionnaire. The first part relates to general information of the English teacher's type of school, grade and his qualifications in TEFL. The second part deals with four multiple choice questions manipulating the purpose and situations wherein Arabic can be used in the English class. The third part identifies the teacher free opinions about the implications and conditions of Arabic use in the English class. (Appendix: I)

2) A recording material sheet is also developed to involve the time spent by both teachers and students in using Arabic, the situations and exponents wherein Arabic is used in the English class, the type of Arabic which is used whether communicative or semantic. (Appendix II)

Validity of Instruments:

The questionnaire in its pilot form was presented to a jury of three experts working in the English Language Centre (ELC) at King Abdulaziz University in Jeddah. A draft of the Recording Material Sheet was also enclosed with the questionnaire. Both instruments were revised and modified in the light of the valuable comments and suggestions made by the jury. Accordingly a number of statements were reworded and rephrased for the sake of clarity and comprehension.

The Study Subject :

The subject consisted of (43) English language teachers at intermediate and secondary schools in Jeddah to whom English Teacher's Questionnaire are addressed. It also consisted of (6) audio-taped live English lessons in both stages intermediate and secondary schools.

Administration of the Instruments:

A total number of forty three copies of the questionnaire were handed out personally to forty three English language teachers at intermediate and secondary

schools. All copies were returned. Six live English lessons were also audio-taped by the researchers to identify the time spent and the infract ional situations wherein Arabic is used. A lesson at each first, second and third grades intermediate and a lesson at each first, second and third grades secondary.

Analysis and Interpretation of the Data:

Table (1)

General Information of English Teachers

			First Grade		Second Grade		Third Grade	
Type of School	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Intermediate	25	58	9	36	8	32	8	32
Secondary	18	42	7	39	5	28	6	33
Qualifications	Diploma		B.A.		Post-Grad. Diploma		M.A.	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
	2	5	36	83	3	7	2	5

From the table it can be inferred that more than half of the study sample are teachers at intermediate schools who are selected from the three grades equally (9.8.8). The secondary school teachers are also selected

fairly equally from the three grades. Concerning qualifications, most teachers (83%) have B.A. in English language or English language and education, only few of them (7%) have post-graduate diploma, (5%) diploma and (5%) M.A. The qualification shows fairly sufficient qualified teachers of English.

Table (2)

Structured-Response Answers of Teachers

1.	The frequency of teacher's use of Arabic in the English class:										
Always	Freq.	%	Often	Freq.	%	Occasionally	Freq.	%	Never	Freq.	%
	0	0		1	2.32		31	72		11	25.58

2.	The purpose of using Arabic in the English class:										
Necessary	Freq.	%	Often	Freq.	%	Occasionally	Freq.	%	Never	Freq.	%
	26	60.46		24	55.8		31	72.1		16	37.20

3.	The restrictions for using Arabic in the English class:	Freq.	%
	Hinders communication	13	30.73
	Makes students depend on Arabic	21	48.83
	Makes students fail to observe distinction between equivalence	9	20.93
	Makes students fail to realize using English during activities	9	20.93

4.	The convenient situations for using Arabic	Freq.	%
	Fulfilling communication gaps	18	41.86
	Giving an instruction	25	58.13
	Eliciting information from student's interaction	23	53.48
	Bridging gap connection of complex activity interaction	10	23.25

With regard to table (2) 'Structured-response Answers of Teachers' most teachers (72%) agree that they use Arabic in the English class occasionally, but some of them (25.58%) never use it at all; and those most likely

teach at secondary stage where Arabic is rarely required in the English class. Most teachers (72.1%) use Arabic in the English class when it is helpful, many of them (60.46%) use it when it is necessary while many others (55.8%) use it when it is inevitable and only some of them (37.20%) use it when it is quicker. The teachers sample responded to more than one response in this question. About half of the teachers sample (48.83) see that use of Arabic in the English class makes students depend on Arabic, while some of them (30.23) regard using Arabic in the English class hinders communication but only few (20.93) of them consider use of Arabic makes students either fail to observe distinction between equivalence or realize using English during instructional classroom activities. With reference to the convenient situations for using Arabic a majority of the study sample (58.13) use of Arabic for giving instructions to students or eliciting information from students' interaction (53.42), while some of them (41.86) define use of Arabic for fulfilling communication gaps. A minority of them (23.25) use Arabic for bridging gap connection of complex activity interaction.

Table (3)

Free-Response Answers of Teachers

1. The areas which students say what they want in Arabic:

- (a) undertaking an instruction orally in activities.
- (b) explaining a grammatical point.
- (c) saying the meaning of abstract English words
- (d) giving general meaning of an English context.

2. Arabic is valuable tool in the English class for improving teacher-student rapport:

	Freq.	%		Freq.	%
Yes	34	79.06	No	9	20.93

3. The extent the teacher makes students aware of the dangers of translation into Arabic.

(a) weaken their ability to communicate in English.

(b) slowing down their mastery of English.

(c) interfere with English counter parts

(d) reluctance to use English in the English class.

(e) fail to pass in the exam.

4. Arabic can be used for English syntactical forms:

(a) as an integral part of English to explain very complicated grammar points that

do not have counter parts in Arabic.

(b) for English abstract rules of structure.

(c) as an exact rendering of the thoughts expressed in English.

(d) for situations where it is found feasible and advantages.

Table (3) discusses the free-response answers of teachers which starts with the areas students use Arabic at (2). The teachers identify four major areas, namely, understanding an instruction, explaining a grammatical point, saying the meaning of abstract words and contexts. Most of them (79.06) agree that Arabic is a valuable tool in the English class for improving teacher-student rapport. Teachers define five dangers of Arabic use in the English class that they make their students aware of. Such dangers are highlighted as; weaken their ability to communication in English, slowing down their mastery of English, interfere with English counterparts, reluctance to use English and fail to pass in the exam. Teachers also state four syntactical forms of English wherein Arabic can be used as an integral part of English to explain complicated grammar points, for abstract rules of structure, as a rendering of the thoughts expressed in English and for the situations where it is found feasible and advantages.

Table (4)
Audio-taped Data

School Grades	Teacher's Time Minutes	Student's Time Minutes	Use of Arabic "Context"		Use of Arabic Vocabulary	Use of Arabic Structure
			Communicative Translation	Semantic Translation		
1 st grade Intermediate	9:12	14:25	1	6	23	9
2 nd grade Intermediate	14:48	17:12	2	17	31	11
3 rd grade Intermediate	6:09	10:45	7	5	8	7
1 st grade Secondary	4:23	7:19	2	2	6	9
2 nd grade Secondary	5:17	7:52	3	4	4	6
3 rd grade Secondary	2:22	2:26	2	1	3	7

Table (4) indicates that much time of using Arabic in the English class is devoted to second grade intermediate by both students and the teacher with a total of '32' minutes of the period time -45 minutes. The reason might be drawn to the incapability of the teacher to use English. Arabic takes place in the six English classes lasts

(41.31) minutes by the teachers, while students' use of Arabic comes to a total of (58.79) minutes. This makes a grand total of (100) minutes of using Arabic out of (270) minutes the total time of the periods, with a percentage of (37.07). It shows a lot of class-time portion which is devoted to Arabic use in the English class. Translation of English vocabulary into Arabic is more extensively used in the class than structures and contexts, however, second grade intermediate records more use of Arabic contexts of semantic translation. Nevertheless, communicative translation is more effective and interactive at this stage due to the communication phase the students pass through.

Discussion, Summary and Recommendations

The grammar-translation method is rejected in the English classroom especially in the early stage of teaching English at intermediate stage. From the data analysis a fairly large number of English teachers in the field translate sentences when they see that their students do not follow their silent show because they do not hear the language being taught. Gestures and situations are

frequently ambiguous. EFL at Saudi schools includes habit formation and Arabic in the English class should be used to facilitate communication which contains both message-getting –across and time-saving strategies. Time saved by communicating in Arabic can be used for more productive activities. Arabic can be used in discussing methodology during the early stages of learning at intermediate level if students are unfamiliar with a new approach. Nobody knows what goes on in the English language student's mind. A teacher cannot tell whether or when his students are thinking in Arabic. The pedagogy which underlies the use of Arabic in certain circumstances is the uncontrolled thinking of students in Arabic when the teacher presents English items. The followings are some principles for English teachers of using Arabic in the English class in three aspects; namely, contextual meaning, vocabulary, structure and grammar points:

- 1) Arabic should be used out of context since word-for-word translation bears the risk of ambiguity. An alternative strategy would be the visual prompts, mine, and evoking situational context to create a need for the

item in question together with paraphrasing, definition and multiple exemplification. Explanations by students to peers who have not understood meaning in English can be done in Arabic. Asking students to compare or discuss their work is an extremely valuable activity that fosters both students' cooperation and independence of thought. The advantages of such activities are so great that at lower levels it will be more beneficial to allow students to do this thoroughly in Arabic than to do it tokenistically in English. Arabic can also be used to facilitate teacher-student relationships through chatting before the start of the lesson to reduce student anxiety. Giving instructions for a task is one of the most genuine opportunities for teacher-student communication in the classroom. If the English teacher, whether at intermediate or secondary stage, feels that a complex activity might reap benefits outweighing the drawbacks of time devoted to explanation Arabic can be used to bridge gap-connection of such an interaction. Dealing with class administration in Arabic is a strategy usually mentioned by English teachers who feel unable to maintain the convention of English communication outside the context of the language lesson

properly. This is not recommended in the English class because it reflects negatively on the status of English as a means of communication. Telling jokes in Arabic is another strategy, yet both have a fairly negative effect on the overall tendency towards English use in the classroom. Lowering student anxiety and achieving a good teacher-student rapport are very desirable aims but when many effective English strategies are available to the teacher, the advantages of Arabic use for this purpose would seem to be out-weighed. Alternative strategies might include telling simple jokes or chatting to the students in English before the lesson or during breaks and being prepared to reveal as much personal information about oneself as one asks of the students.

2) Arabic can be used to facilitate learning English through comparison in order to make students aware of the dangers of translation. It can be used also to teach students functional translation that occurs when the learner's unconscious need to make assumptions and correlation between the two languages is ignored. Translation out of context, mentioned earlier, encourages

students to translate word for word, whereas translation within a specific context, by contrast, makes them more fully aware of the problems of single-word translation. The purpose of translation here is to use it effectively to help students to understand that what works in Arabic may not work in English. The use of Arabic is inevitable when the meaning of the English word or phrase cannot be conveyed in the normal ways of demonstration. The meaning of such words as: "ago, quite, neat, once upon a time, in spite of, by means of" can directly be given in Arabic. Words should not be translated individually and the use of Arabic has to be at the utterance level. The guiding signs for English in action are not just words for words that acquire special meaning from their context, situational background and grammatical consideration. No word in Arabic can rightly be said to mean a word in English. All that can be claimed is that a particular concept may be denoted by a certain word in both languages. The two words then correspond only by virtue of the common concepts they represent, but are not otherwise interchangeable. If words were the only factor the process might still be viewed as one of direct verbal

substitution but rather an attempt to match English in action with dynamic Arabic in another medium. This makes the task a complex one of working from the words of the text to the ideas, and then forward to re-expression in the new medium.

3) Explaining the meaning of a grammatical item is an integral part of the language course and as such should ideally be conducted in English, yet teachers may resort to Arabic to explain grammar because English explanation is too complicated and may even feel themselves incapable of giving a clear and unambiguous explanation of the structure in question exclusively in English. This may often be due to inadequate training in alternative English strategies such as time lines or concept question with which the teacher should be able to communicate the meaning of structure unambiguously without recourse to Arabic. The use of Arabic is useful when dealing with points of grammar or structure the teacher has shown by appropriate actions and English sentence. He can then go on to use Arabic to explain the meaning of – for example – “Subject”: Ali and “Predicate”: eats. Sometimes major

likenesses and major differences between Arabic and English can be pointed out. English structure can be summarized in Arabic. For example, the formation of plural of English nouns has to be taught by the Direct Method. When sufficient examples are given the students can be led to enunciate in their own language what the 'rule' is. After the teacher has demonstrated through action and the use of objects the different usage in English for countable and uncountable nouns, it will be helpful if the difference between them is discussed in Arabic. Explanation in Arabic are useful when dealing with points of grammar or structure. At secondary school Arabic is useful as an exercise in thorough understanding and in the exact rendering of the thoughts expressed in English. If the past tense or future tense in English is being taught, it is more reasonable to convey the meaning of the English words, e.g. yesterday, sometime ago, tomorrow, next week; by direct reference to the words in Arabic then it is attempting to do so by action or some other device. Once the meaning has been put over there is no need to use Arabic again. The meaning and use of the words are consolidated in English by their

employment in both speaking and reading English sentences referring to the past or the future. Translation of sentences and clauses should be restricted to those situations where the use of Arabic is found feasible and advantageous.

4) The English teacher should be aware of the following urgent situations wherein Arabic can be used:

(a) in order to some period time, so that asking for an English equivalent of an Arabic word is recommended e.g. "How do you say 'apple' in English?"

(b) in order to probe the student's comprehension and avoid recoding English, e.g., How do you say: 'I am going to visit my friend tomorrow'?

(c) in order to monitor suitability of the discourse and techniques used in teaching for the particular student, and if there is any desire to modify the methods, Arabic is the direct and obvious means to arrive at the target.

(d) in order to clarify nonsensical discourse either in a composition or an exercise, instant mental use of Arabic is important to avoid displaying a senseless idea or

misconception by the student, e.g. 'While he was eating he was reading a newspaper and then he was watching TV.

(e) in order to redefine complicated instructions in English to ensure a proper performance by students, e.g. 'Show the green colour when saying 'go' and hide the 'red': then show the 'red' colour when he says 'stop' and hide the 'green' colour.

(f) in order to demonstrate test instructions to maximize the validity, reliability and practicality of the test.

The pedagogy which underlies the use of Arabic in certain circumstances is the uncontrolled thinking of students in Arabic when the teacher prevents English items. When the student meets a new English word, he searches in his mind for the equivalent in Arabic. If he finds the meaning via English demonstration he drops the translation, but if he does not he expects the word to be given in Arabic to feedback his success quickly. Among the isolated words for which it might be better to give their Arabic equivalent are: abstract nouns, conjunction words, e.g. and, or etc. Some adjectives like: quite, neat,

et. Some adverbs, e.g. ago, once upon a time, in spite of, by means of.

6) Arabic has many fixed prepositions and particles with both verbs and adjectives. Many of these do not coincide with their direct English translations: to arrive to, a picture from (for of), to be short to, responsible from, afraid from, near from, in spite from, angry on, to look to, an expert by. Since there is so phrasal verbs in Arabic, the English teacher should translate such verbs, meaning into Arabic.

7) Students may have some problems in understanding the form and use of anomalous finites and will add regular verb endings to them, use auxiliaries with them, and overuse 'that' clauses with them because these are no model verbs in Arabic. English teachers are, therefore, advised to translate model verbs into Arabic verb "to be" should also be given in Arabic because the English copula (am, is, are) is commonly omitted by students particularly in present progressive verb forms e.g. He student – It Jeddah.

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