

## Documents

1) Altakhaineh, A.R.M., Sulaiman, N.A., Alhendi, H.

**Teaching English Grammatical Collocations to Arabic-Speaking EFL Learners**  
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#### Abstract

This study explores the effectiveness of using an overhead projector to display guessing games and that of printed dictionaries in teaching collocations to Arabic-speaking English as a foreign language (EFL) learners. The study focused particularly on the acquisition of English grammatical collocations or, more precisely, colligations. A pre-test and delayed post-test approach was employed for assessing students' knowledge of collocations before and after the experiment. Forty EFL tenth grade students studying at a school in Amman, Jordan, took part in this study. The learners were divided equally into two groups: Group A (the treatment group) and Group B (the control group). The treatment group was taught collocations using a prediction activity involving an overhead projector that displayed guessing games illustrating the collocations; the control group was taught the collocations using the traditional technique of printed dictionaries. The findings revealed that teaching through an overhead projector and guessing games results in a better learning of collocations than using dictionaries, as demonstrated by the results of the paired sample t-test. The findings also showed that the type of grammatical collocation that students found most challenging was the noun + preposition type owing to poor vocabulary knowledge and negative transfer from L1. The study concluded with some pedagogical implications. © 2021. Common Ground Research Networks, Abdel Rahman Mitib Altakhaineh, Noor Ahmad Sulaiman, Hiba Alhendi, All Rights Reserved.

#### Author Keywords

Arabic-Speaking EFL Learners; English Teaching; Grammatical Collocations; Linguistics

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**The acquisition of English as a foreign language among different levels of learners with dyslexia**

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**Abstract**

The goal of the present study was to examine improvement in English as a foreign language (EFL) among different levels of readers with dyslexia, after an intervention program over a defined period. A total of 180 sixth-grade pupils from schools for learning disabilities in the Arab sector participated in the study, and 90 of the students who participated in an EFL intervention program had dyslexia. The students were divided into three levels of dyslexia in their Arabic mother tongue: severe, moderate, and light. Findings revealed the skills of the students in the intervention group to be better than those in the control group. The research findings also did not indicate any differences between the groups in the context of skills measured in terms of time, and it is from here that the higher-level skills of the students in the intervention group were reflected in aspects relating to ability (number of correct answers) and not necessarily to processing speed. © 2021 Taylor & Francis Group, LLC.

**Author Keywords**

Arabic; Cognitive Retroactive Transfer of Language Skills (CRT); Dyslexia; English; levels of dyslexia; transfer of language skills

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3) Jawad, A.H.

**Examination of iraqi efl teachers' attitudes, intentions, and practices regarding formative assessment**

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**Abstract**

This study aims to explore the attitudes and practices of Iraqi EFL teachers regarding formative assessment (FA). A total of 102 teachers from primary school to university filled in the Arabic version of Teachers' Conceptions and Practices of Formative Assessment Questionnaire. The questionnaire was translated from English into Arabic first and was validated using confirmatory factor analysis (Hazim Jawad, 2020). Findings showed that a 7-factor model had acceptable fit indices (GFI=0.90, CFI=0.91, RMSEA=0.05). Descriptive statistics were used to explain Iraqi EFL teachers' attitudes and intentions regarding FA. Findings showed that the majority of Iraqi teachers believe that formative assessment is a useful procedure for measuring students' learning and is helpful in their education. They also indicated that they have a positive attitude towards FA and are willing to use it. Correlational analysis showed that Affective Attitude, Instrumental Attitude, Subjective Norm, Controllability, and Self-Efficacy were strong predictors of intentions to use formative assessment. However, only Instrumental Attitude had a small significant correlation with the Behavior Scale. In other words, those teachers who believe that FA is useful in improving students learning tend to actually employ FA in their teaching. Findings also showed that female teachers have more positive attitudes towards FA and tend to use it more in their teaching. Implications of the findings for improving English language teaching are discussed. © Mathematical Biosciences and Engineering. All right reserved.

**Author Keywords**

Formative assessment; Iraqi EFL teachers; Teachers' Conceptions and Practices of Formative Assessment Questionnaire; Theory of planned behavior

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**The impact of translanguaging on the EFL competence development of Arabic speaking learners**

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**Abstract**

The aim of this study is to scrutinize the impact that the use of translanguaging strategies has on bilingual learners and to discover whether or not these strategies support their English language development. The researcher describes bilingual students' translanguaging strategies and how it enhances their target language communication; this study explores how Arabic speaking learners use their first Language (L1) as a resource for constructing meaning. Participants are Saudi medical students, studying English as a prerequisite course from three different English language proficiency levels. The current study examines how translanguaging contributes to university students' four English language skills improvement. Data was collected during lessons taught, observations, unstructured interviews with students and their teachers, questionnaire feedback, and participation in a collegial circle. Findings revealed that translanguaging did promote the growth of students' English language and developed their communication in the target language. The researcher proposes via a continuum of bilingual lens that welcoming of translanguaging in classrooms is not only necessary, but desirable educational practice. Qualitative inquiries were used throughout a school year-long unit. © 2020 Asian E F L Journal Press. All rights reserved.

**Author Keywords**

Arabic FL learners; Communicative skills; Learning strategies; Translanguaging

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- 5) Oueini, A.<sup>a</sup>, Awada, G.<sup>a</sup>, Kaissi, F.S.<sup>b</sup>

**Effects of diglossia on classical Arabic: Language developments in Bilingual learners**

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**Abstract**

The purpose of this study is to investigate the effects of Arabic diglossia on the development of classical Arabic language acquisition amongst bilingual learners in a private school in Lebanon. The study compares the Arabic language (L1) performance to that of English as a Foreign Language (EFL) in accordance with Bialystok's model. One hundred-forty participants; (n=140), ranged from five to eleven years of age, with a mean of eight years were sampled. A two-stage random sampling technique was applied, while ensuring that students with contrastive academic achievement were included within the study. The participants sampled for this correlational research were learners enrolled at a private middle school. Participants were given two standardized measures so as to establish the trend of development in oral skills for both classical and colloquial Arabic, determine the grade level at which convergence occurs between the two forms of acquisition and finally compare the degree of classical Arabic (L1) acquisition with respect to their EFL acquisition. The findings indicated interrelatedness between Arabic diglossia and the late oral development of classical Arabic, whereas participants showed a higher degree of comfort with English than with their mother language. Recommendations for future directions and research are also given. © 2020, Universiti Kebangsaan Malaysia Press. All rights reserved.

**Author Keywords**

Bialystok's model; Classical Arabic; Colloquial Arabic; Diglossia

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**Teachers and students code-switching: The inevitable evil in EFL classrooms**

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**Abstract**

Code-switching has been primarily investigated in a variety of sociocultural contexts, especially in foreign and second language settings. The majority of code-switching instances, whether in teacher-initiated activities or teacher-student interaction, seem to suggest that these interactions reflect a sophisticated language use and serve a variety of pedagogical purposes. This study aims to find out the main functions and roles of code-switching among EFL high school teachers and students in Jordan. For this purpose, classroom observation and a questionnaire were used as instruments. Two EFL teachers were regularly observed, and notes of their code-switching behaviour over four weeks were taken, examined, classified, and finally analysed. A questionnaire was used for 330 students from two secondary schools in Jordan. The students were asked to fill in a Likert-type questionnaire. From the classroom observation, the results showed that teachers code-switch for several reasons including affective function, giving instructions and directions, and linguistic incompetence. The questionnaire administered to students showed that students code-switch for non-linguistic purposes such as maintaining rapport and interpersonal relationships as well as keeping the line of communication without interruption to avoid any sort of conflict or misunderstanding. This study concludes by recommending that teachers should improve students' English language skills in non-linguistic domains such as the affective and interpersonal ones. © 2020 The authors and IJLTER.ORG. All rights reserved.

**Author Keywords**

Arabic-English; Code-switching; English as a Foreign Language (EFL); High-school; Roles and Functions

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**On attitudes to teachers' code-switching in EFL classes**  
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7) Al Bahri, H.N.K.<sup>a</sup>, Ismail, S.A.M.M.<sup>a</sup>, Osman, S.<sup>a</sup>, Khaleel, M.<sup>b</sup>

**Dimensions of parental involvement as antecedents of attitude towards reading English (EFL): A case study from Omani basic education schools, cycle one (1-4)**

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**Abstract**

The study examined the relationship between parental involvement and attitude towards reading English in the Sultanate of Oman. This study adopted the two-dimensional approach of parental involvement, using encouragement from parents and building positive modelling. The study involved cycle one student in Basic Education level specifically, in grade. The parents who participated were from Batinah South Governorate. They voluntarily completed the 24-items questionnaire regarding their involvement towards their children's reading in English. A total number of 413 questionnaire were completed and analysed quantitatively using PLS-SEM. The major findings of the study revealed that both of the dimensions of parental involvement have positive effect on the students' reading attitude. Specifically, the predictors of attitude towards reading indicated that Parental Encouragement ( $\beta = 0.48$ ,  $p < 0.01$ ) is positively related to attitude towards reading. While, Positive Modelling ( $\beta = 0.463$ ,  $p < 0.01$ ) is positively related to attitude towards reading; both explaining 78.6% of variance on attitude towards reading. This study extends the body of knowledge especially in the Middle East region (Sultanate of Oman) where the first language is Arabic. To the best of the authors' knowledge, this was the only study about reading in English particularly looking at the attitude towards reading in two dimensions manner and was the first of its kind among cycle one students in Basic Education level in the Sultanate of Oman. Copyright©2020 by authors, all rights reserved.

**Author Keywords**

Attitude towards Reading; Building Positive Modelling; Encouragement; Parental Involvement

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8) Abid, A.K.

**The effectiveness of iraqi language writing proficiency on foreign language performance (English) in the writing skill of preparatory school pupils in Iraq**

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**Abstract**

Purposes: This study aims at investigating the relationship between the Effectiveness of Iraqi Language Writing Proficiency on Foreign Language Performance (English) in the Writing Skill of Preparatory School Pupils in Iraq. Novelty: Despite the linguistic distance between English and Arabic, it is postulated that Arabic writing skills can be transferred positively to the

target language (English). Methodology: The researchers used the composition prompt test instrument for this purpose; one test was in Arabic and the other was in English. The population was from two preparatory schools in the general directorate of Thi-Qar. The participants were 25 male students who were chosen on the basis of the students' achievement in the previous years. Results: That is, the participants proved to be proficient writers in Arabic after they had had a pretest in which they were asked to write a short paragraph about themselves. In conclusion, the results of the present study showed that there is no statistically significant relationship between the two languages. Those students who got high marks and were proficient in the Iraq language (Arabic) writing performed well in the counter skill (English). Implication/Application: This result supports the theoretical views of Cummins' threshold hypothesis and Chomskian's Interdependence theory. The results of the study indicate that there is no need for integrating the instruction of writing skills between the two languages in textbooks so that the writing level of students in the foreign language (English) can be improved. © Abid.

#### Author Keywords

EFL; Iraqi; Performance; Proficient; Writing

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9) Fauziati, E., Nugroho, A., Susiati, Taufik Hidayat, M.

**NL switching as a compensatory strategy of Indonesian EFL school students and its pedagogical implication**  
(2019) *Universal Journal of Educational Research*, 7 (10), pp. 2115-2123.

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Universitas Muhammadiyah, Surakarta, Indonesia

#### **Abstract**

This study aimed to provide an empirical evidence of NL Switching as compensatory strategy of EFL school students in their written communication. The focus was to identify, describe, and explain the linguistic realization and patterns of the NL switching to compensate for their missing language knowledge and proposing its pedagogical implication. The data were in the form of words, phrases, and sentences reflecting NL switching as compensatory strategy, which were elicited from the students' English free composition and results from interview. The data were identified, described, and explained based on relevant perspectives. The results indicated that the lexical switching as compensatory strategy in communication was in the form of Indonesian naturalized borrowed words from Arabic, Indonesian words, Indonesian cognate, and Indonesian abbreviation, while the syntactical switching was in the form of Indonesian collocation, Indonesian construction, and Indonesian conjunction. The findings of this study provide empirical evidence on NL switching in Indonesian EFL school students' written communication. Copyright © 2019 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

#### **Author Keywords**

Compensatory Strategy; Cultural-loaded Words; Lexical & Syntactical Strategy; NL Switching

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**Weak English foreign language readers: the cross-linguistic impact of morphological awareness**

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**Abstract**

Linguistic abilities as well as home environment explain successful English as a foreign language (EFL) reading acquisition. The aim of this study was to examine the extent to which morphological derivational awareness measured in Arabic as a first language (L1) predicted EFL word recognition and reading comprehension among 66—11th grade female high school students from low socioeconomic backgrounds. Measures included L1 phonological awareness, orthographic knowledge, and derivational morphological awareness, as well as EFL word recognition and reading comprehension. Background variables including socioeconomic background measured as home-population density and English exposure out of school measured by time spent viewing English television per day were controlled for. Hierarchical regression analyses found L1 phonological awareness, orthographic knowledge and derivational morphological awareness judgment all directly contributed to EFL word recognition. English home language exposure and derivational morphological awareness production directly predicted EFL reading comprehension, and morphological awareness mediated the connection between L1 phonological awareness, orthographic knowledge and EFL reading comprehension. These results highlight the cross-linguistic role of morphological awareness together with home background on EFL reading for female high school students from low socio-economic backgrounds. © 2017, Springer Science+Business Media B.V., part of Springer Nature.

**Author Keywords**

Arabic L1; English as a foreign language; English home exposure; Linguistic coding differences hypothesis; Morphological derivational awareness; Socioeconomic status; Weak readers

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**Reasons behind the use of arabic: A comparative statistical analysis**  
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#### Abstract

The aim of the present study was to explore the teachers' and students' reasons for using Arabic in English as a foreign language (EFL) classrooms in secondary schools in Libya and Turkey. In addition, this study was set to compare the reasons behind the use of Arabic by teachers and students in EFL classrooms in Libya and Turkey. Data were collected quantitatively through two questionnaires; one for the teachers and one for the students. The participants of this study consisted of 234 students and 20 teachers from Salah Elden Alayobi secondary school in Libya, and 106 students and 16 teachers from Al-Libya Aldwleaa secondary school in Turkey. The findings of the study revealed that Arabic is used by both teachers and students in both Libya and Turkey in English as a foreign language classes. Several significant differences were observed in both countries. Students in both countries mostly used Arabic while communicating with each other in English classes, while teachers in both Libya and Turkey used Arabic while teaching grammar rules or clarifying complicated concepts. © International Economic Society.

#### Author Keywords

Arabic; Foreign language; Libya; Teachers' attitudes; Turkey

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**English-Arabic code switching in Jordanian EFL teachers' discourse**

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**Abstract**

This study draws on a case study of four Arabic-speaking EFL teachers in two Jordanian schools, and their code switching between the first language (L1) and the second language (L2) over the course of eight foreign language classes, where English was the L2 and Arabic was the L1 of the learners. It analyzed quantitatively and qualitatively the types of code switching to L1 made by female teachers in EFL classes, namely, sentential, intersentential, and intrasentential. The study also analyzed 106 EFL female teachers' responses to a questionnaire to find out the reasons for code switching to L1 in their EFL classrooms. The findings of the study revealed that teachers switch frequently to L1 in their EFL classes, and their

switches vary in terms of type depending on the students' English language proficiency level. The study also revealed that teachers switch from L2 to L1 to perform a number of functions. Implications for EFL teaching are drawn. © 2017 DAR Publishers/The University of Jordan. All Rights.

#### Author Keywords

Classroom setting; Code switching; Language proficiency; Teachers' attitudes

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13) Bader Alghasab, M.<sup>a b</sup>

**The use of Arabic in Kuwaiti EFL classrooms: An exploratory study on the patterns and functions of language choice**

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**Abstract**

This study examines the relationship between the functions and patterns of language choice in EFL classrooms in a Kuwaiti primary school. It applies the overall order model, specifically the medium of classroom interaction, to identify three patterns of language choice: an English monolingual medium, an Arabic monolingual medium and a bilingual medium. Then, an exploratory analysis of the relationship between specific patterns of language choice and broad functional categories of classroom code switching (CS) was conducted. No one to one relationship between a specific functional category and a specific pattern exists. One language pattern can serve different functions. From a detailed analysis, it is apparent that teachers in EFL classes try, as far as possible, to use the English monolingual medium to conduct pre-planned curriculum activities. However, when teachers and students departed from these prescribed activities, they used Arabic, either the Arabic monolingual medium or a bilingual medium, to serve different functions, such as accessing the curriculum, managing the classroom and establishing interpersonal relationships. On the other hand, the use of the prescribed medium (English monolingual) was never used to enhance interpersonal relationships. © 2018 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY) 4.0 license.

**Author Keywords**

codeswitching; EFL classroom; functions of code switching; L1 use; patterns of language choice

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14) Asassfeh, S.

**Are Logical Connectors (LCs) catalysts for EFL students' reading comprehension?**

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Hashemite University, Jordan

**Abstract**

Logical Connectors (LCs) are words and phrases (e.g., for example, however, therefore) that signal the direction of the logical relationship between consecutive sentences. They play an important role in text comprehension at beyond-sentential (discourse) level. LCs signal four distinct types of logical relationships: additive, causative, adversative, and sequential. Previous research findings suggest that readers encounter variable levels of difficulty in understanding different logical relation types, hence their respective LCs. Additives have been found less cognitively demanding for the reader to process than causatives and adversatives; thus, they are the easiest to understand in a text. Using two proficiency tests and two versions of Ozono & Ito's (2003) Logical Relations Reading Test on 429 Jordanian school and English-major undergraduate students, this study examines students' reading comprehensibility of three logical relation types in both L1 (Arabic) and L2 (English): additive, causative, and adversative. The results support previous findings about variability in understanding different logical relation types across both L1 and L2. However, whereas the findings do not refute a cognitive-load explanation for variability in readers' treatment of LCs, they suggest a semantic-based as well as a cognitive-access explanation. The study suggests some considerations to be taken into account in future research towards rigorous investigations of reading comprehensibility associated with LCs and some implications for EFL instruction.

**Author Keywords**

Cognitive access; Cognitive load; EFL reading; Logical Connectors; Logical relation type

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15) Zare, M., Mobarakeh, S.D.

#### Effects of bilingualism on L3 vocabulary learning among Iranian EFL learners

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#### Abstract

It is well documented that everybody's first language or mother tongue influences the way one learns his/her second language (Wade-Wolley, 1999; Liszka, 2004). However, the difference and comparison of this effect on third language learning motivated the researchers to investigate whether Arabic-Persian bilinguals (APBs) take advantage of their bilingualism in learning the third language (English) versus Persian monolinguals (PMs) or not. The study sample comprised of 100 male senior high school students who were randomly selected. 50 PM students were in one group and 50 APB students were in the other group. Firstly, a questionnaire through which mono/bilingualism and proficiency level in the language skills were asked was given to students. Then a list of English words was presented to the students and they were requested to write the meaning of words they knew. 50 words meaning of which none of the students in both groups knew were selected to be taught. For homogeneity purpose, Oxford Placement Test (OPT) was also used. After taking the pretest (based on 50 unknown words), students received the treatment (50 unknown words were taught). Finally, posttest was run and the performance of both groups on L3 general, recognition and production vocabulary was analyzed. Results of three T-tests revealed that APBs in general and in L3 production vocabulary learning outperformed their PMs. The results also showed that no significant difference was seen between APBs and PMs in L3 recognition vocabulary learning.

#### Author Keywords

Arabic-Persian bilinguals (APBs); Bilingualism; L3 vocabulary learning; Mother tongue; Persian monolinguals (PMs)

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16) Al-Khresheh, M.H.

#### **An investigation of interlingual interference in the use of 'and' as a syntactic coordinating structure by Jordanian EFL learners**

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#### **Abstract**

This study is an investigation of performance analysis. It analyses a composition written by a group of Arabic-speaking Jordanian learners of English in order to investigate the carry-over of Arabic (L1) syntactic structures into English (L2). The major focus of this study is on the errors committed by these EFL learners in using one English syntactic category, namely, the coordinating conjunction 'and', which is equivalent to "wa" in Arabic. This study aims to investigate whether the errors in the use of this syntactic category by Jordanian EFL learners can be attributed to interlingual interference as well as to identify the frequency of these committed errors in their written production. To achieve these objectives, a composition test was utilised in this study. The subjects of the study consisted of 120 students studying English as a FL at Jordanian schools, located in the south of Jordan. The findings of the study suggest, firstly, that the subjects committed a huge number of errors with respect to the coordinating conjunction 'and'. Secondly, interlingual interference might be the main cause of committing this huge number of these errors. On the basis of these findings, a group of recommendations to further research are suggested and some pedagogical implications which might improve the EFL teaching-learning process are discussed.

#### **Author Keywords**

Contrastive analysis; EFL; Interlingual interference

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17) Inbar-Lourie, O.

**English only? the linguistic choices of teachers of young EFL learners**

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#### Abstract

This research attempted to explore the language patterns of teachers of varying linguistic backgrounds teaching English as a foreign language (EFL) to young learners. In particular it examined the teachers' use of the students' first language (L1). The sample included six teachers teaching EFL to young learners in Hebrew and Arabic medium schools. Results reveal diverse use patterns, some of which differ from those previously found in older learner populations, and can be attributed to the teachers' personal pedagogical beliefs and assumptions regarding the goals of young learner programs and the role of L1 use. © 2010 the Author/s 2010.

#### Author Keywords

EFL teachers' beliefs; L1 in language teaching; young EFL learners; young language learners

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**Interlingual interference in the english language word order structure of Jordanian EFL learners**

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#### **Abstract**

The present study investigates the interference of L1 (Arabic) syntactic structures on L2 (English) syntactic structures amongst Jordanian learners of English. The focus of the study is on the errors committed by these EFL learners in using one syntactic category, namely word order within simple sentence structure. The objectives of the study are to investigate the errors committed by these EFL learners in order to find out the impact of their L1 on their L2. To achieve these objectives, Corder's (1981) method, which consists of a multiple-choice test was utilised in this study. The subjects of the study comprised 115 tenth grade school students from Al-Mazer district of education in the south of Jordan. The findings of the study suggest, firstly, that the subjects committed a total of (1266) interlingual errors with respect to simple sentence structure word order. The errors committed as a result of transfer from standard Arabic (SA) were higher than those committed as a result of transfer from non-standard Arabic (NSA). Secondly, the findings also reveal that interlingual errors committed by the same subjects were due to differences between the subjects' L1 and the L2 as well as transfer from two different varieties of Arabic. On the basis of these findings, pedagogical implications are discussed and recommendations for further research are suggested.

#### **Author Keywords**

Contrastive analysis; Error analysis; Interlingual interference; Non-standard Arabic; Standard Arabic; Word order

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**Modern standard Arabic vs. Non-standard Arabic: Where do arab students of EFL transfer from?**

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**Abstract**

This paper focuses on the learning of English as a foreign language by Arabic-speaking students, who are often misled by the partial similarities between the two languages. The problem is further complicated by the fact that there are two main varieties of Arabic in each Arab country: modern standard Arabic (MSA) and non-standard Arabic (NSA). So, which variety is it that students transfer from? To answer this question, 50 third-year secondary-school students were asked to translate into English two versions of a short Arabic text; one MSA and the other NSA including 14 relative clauses. No significant difference was found between the means of the number of clauses produced in both cases. This finding is supported by an analysis of 35 interlingual errors found in free compositions written by 24 students. However, further research is needed with larger samples of errors and different non-standard varieties of Arabic. The results of this study indicate that it is important to take both MSA and NSA into account when making use of Arabic in teaching English as a foreign language. © 2000 A. Mahmoud.

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**ESP for Islamic school-leavers**

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**Abstract**

This article concerns the teaching of a reading knowledge of English to Islamic school-leavers in Nigeria, now in their pre-degree classes at Bayero University, Kano, so as to enable them to read with reasonable speed and comprehension texts in their special subjects of study at the degree level (i.e. Arabic and Islamic Studies). The article begins with some general considerations behind the ESP course and then goes on to discussing specific teaching strategies, and these-the teaching strategies in particular-are capable of application elsewhere as, for instance, when teaching students to read English in a normal ESL or EFL situation. © 1982.

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