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Perceptions towards the Arabic Language and Teachers:
Reasons and Recommendations

By

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Dedication

To my mom, dad, Ibrahim, and special thanks to Dr. Dina and Mohamad my second brother. Thank you for all the support, love, and patience. Thank you for believing in me!

To Mazen Saadeh, thank you for your constant support and love. Thank you for being the backbone.

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Perceptions towards the Arabic Language and Teachers: Reasons and Recommendations

Lina Mahmassani

ABSTRACT

The Arabic language and dialect is becoming unpopular nowadays among the young generations, if not marginalized. One of the major reasons behind this issue lies within the experience young students have while learning Arabic at schools. This study examined the perceptions of students and adults towards the Arabic language, Arabic teacher, and Arabic session. A quantitative cross-sectional study was conducted in a private school in Beirut. Questionnaires were distributed to 69 grade 4 students followed by semi-structured interviews conducted with parents and educators. Results show a statistically significant association between the Arabic class perception and the description/ perception of the Arabic teacher. Assessments as learning tools were found to be significantly associated with mother tongue. The associations between each of videos and songs, as learning tools, with both Arabic classroom perception and the perceived importance of the Arabic language were significant. The qualitative data results of the study revealed an association between the perception of the Arabic teacher and the perception of the Arabic classroom, as well as between the perception of the Arabic teacher, classroom, and performance. The image of the Arabic teacher was frequently associated with negative connotations, and the current trend of instruction of Arabic was found to be obsolete and requires change. Recommendations to use up to date teaching/ learning methods and approaches are presented at the end of the study.

Keywords: Perception of Language, Arabic Language, mother tongue, student motivation, student performance, learning tools.

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Chapter One

Introduction

1.1. Background of the Study

To me, the Arabic language is rich and dynamic. It has magic and depth that takes the reader to a completely new world full of emotions, feelings, and thoughts. It is the bridge that connects my fantasy to reality. There are many different and variable perspectives about teaching Arabic; some of which can be traced back to our ancestors, while others are authentic and emitted directly from our students.

Arabic is not only my native language; it is the language in which I communicate, teach, love, pray, imagine, and dream. Despite Arabic being the native language of this country, the use of this language has been gradually deteriorating over the years. Research show that there are many reasons behind children's perceptions towards the Arabic language. I have often noticed based on my personal interactions with family and students that when we address a child in Arabic the first impression he/she draws on her/his face will be a look of disgust, fear, and boredom. There are few students or none majoring in Arabic nowadays. I observed that there is always a bad story associated with the Arabic teacher, period, or the discipline itself. It is the teacher's responsibility to enrich the classroom's environment with different forms of Arabic literature and to expose the students to variable genres of writing. Nevertheless, I do believe that there is always a chance for this language to retain its essential role as a native

language utilized by elderly, adults, and children to communicate with, love, and appreciate.

1.2.The Statement of the Study

With the development of Technology and the effects of globalization, the Arabic language is facing a problem. The perception of the Arabic language and the Arabic teacher is changing with time. The literature studies on the Arabic language take a general focus on the linguistic component of this language. In my thesis, I look to the perceptions of students and adults on both the Arabic language and Arabic teachers.

1.3.The Purpose of the Study

The aim of this study is to explore the reasons behind the negative perception towards both the Arabic language and the teacher of the Arabic language. It also aims to analyze the historical and theoretical literature available on the topic. Furthermore, it attempts to shed light on the competing perceptions regarding whether formal Arabic is a ‘native’ language or whether it is different from the native ‘language’ spoken by the populace of the various Arab countries.

1.4.Research Context

The Arabic language plays a major role in our lives. It is the tool we use to express our culture, traditions, and identity. Despite the fact that we are living in

an Arab country, the Lebanese people are unfortunately not practicing this language and appreciating it the way we should.

This study focuses on the perceptions of students and adults towards the Arabic language and teachers in an elite school in Beirut. This study attempts to uncover the factors that play a role in forming the image and perceptions towards the Arabic language and the Arabic teacher as well. Participants come from almost the same social background but tend to share different experiences with the language and teachers. This study tries to establish a pattern among the perceptions of those students; it also sheds light on some recommendations to enhance the teaching and learning of the Arabic language.

1.5. Research Questions

The study attempts to answer the following research questions:

- What are elementary students' perceptions towards the Arabic language in a private, English and French instruction school in Beirut?
- What are elementary students' perceptions of the Arabic teacher in a private, English instruction school in Beirut?
- What are adults' perception towards the Arabic language and teacher in Lebanon?
- What are some recommendations to enhance the attitude towards this language?

1.6. Significance of the Study

This study is significant in what it adds to the previous studies conducted on teaching the Arabic language. First, it is conducted to tackle the teaching of the Arabic language, which is rarely the case of other studies in Lebanon. It studies the perceptions of elementary students towards the Arabic language and the teachers in the schools. Another major significance is the lack of research studies on the teaching of Arabic language in Lebanon; it is noteworthy that some studies have been conducted in other countries such as Egypt or Jordan.

1.7. Thesis Division

The thesis is divided into six main chapters. Chapter one incorporates the introduction where the background, statement, the purpose, and the significance were presented. The second chapter, embraces the literature review, which discusses a variety of theories, definitions, and frameworks related to the research topic. Chapter three is the methodology section, which provides the reader a detailed discussion on how the participants were chosen and how the analysis of the data will be conducted. Chapter four reports on my findings. Chapter five provides the discussion part. Finally, chapter six is the conclusion that incorporates the limitations of my study along with some suggestions and recommendations for future research.

To conclude, the chapter provided a background of the study whereby I expressed my personal experience in teaching Arabic, the perception of the Arabic Language, and the perceptions of the Arabic teachers. Later, I have provided the statement and the purpose of my study, which aimed to convey how this study is a cross-sectional study, exploring the perception of students and adults of both the Arabic language and teachers in Lebanon. Finally, the significance of the study was provided by helping in sharing the results to formulate an understanding of the perception towards the Arabic language and teachers.

Chapter Two

Literature Review

This chapter is the literature review. It starts with defining the terms native language and the Arabic language based on major research in the field. A definition of perception is followed by a clear discussion about diglossia and Arabic sociolinguistics. After defining all the terminologies that help the reader understand the lexical usage of some Arabic jargon related to the teaching of Arabic, the characteristics of the Arabic language are presented along with a comparison between the different ways of teaching Arabic.

2.1. The Native Language

According to Heugh and Benson (2006), having the mother tongue as a main language of instruction in a school at the primary years help in the acquisition of a second language and helps in developing knowledge at a faster pace. They also added that developing unfavorable attitudes towards the mother tongue is due to unwariness of the importance of this language and a lack of appreciation (Heugh & Benson, 2006). Moreover, some factors that affect the perception of the mother tongue may include social factors, economical factors, or even socio-psychological factors.

2.2. Defining Diglossia

The Arabic language is diglossic. The most commonly used definition of Diglossia is that of Ferguson (1959). According to the author, diglossia is a stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community. The latter which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation (Ferguson [1959]: 345)

So according to Ferguson (1959), diglossia consists of two variables: there is a highly valued variety which is learned in school, and the low variety which is the one used in daily conversations. To add on to the above, a number of theorists suggest that for an intermediate level between the high and the low language, representing the shift from standard Arabic to the colloquial form (see for instance, Blanc 1960, Badawi 1973, Meiseles 1980).

2.3. The Arabic Language as a Diglossic Speech

The Arabic language consists of varieties within the same language; thus leading itself to be a diglossic language (Auer, 1998). Arabic as a language belongs to the semantic family of languages. Each word in the Arabic language cannot be understood by its own. In addition, the writing of the Arabic language

happens from right to left, in contrary to the English language. Moreover, the Arabic language is written in a cursive handwriting. The reading of this language requires attention to the short and long sounds in order to establish meaning. That is why we tend to use a simple formal Arabic in teaching this language, in order to reach the optimal level of comprehension among all the students.

It is known that the Arabic Language is a diglossic speech; it consists of two varieties that exist side by side, the formal and the colloquial (Bassiuoney, 2009). Although Badawi (1973) claims that people vary in the use of the standard Arabic, the high language and the colloquial language, the low language is intended to be used in oral conversation, so it is used most of the time. According to Brosh & Olshtain (1995), having children learn colloquial Arabic at their early years enables them to relate to the standard Arabic being taught in class. Thus, having the opportunity to relate what they learn to their previously acquired knowledge and vocabulary.

2.4.Theories that Explain Diglossia in Terms of Levels

Badawi (1973) leveled the Arabic language into five main categories, below is the detailed version of these categories:

- **Heritage Classical:** This represents the classical form of standard Arabic that is taught at traditional institutions such as Al- Azhar University (Egypt's old University).
- **Contemporary Classical:** This is a simplification version of the heritage classical language explained above. This is the language of the written Arabic, for example in stories and in books.

- **Colloquial of the Cultured:** This is a colloquial form used in formal discussions; however, it is not a written form. It is the language used in television and the language used in school as a means of education.
- **Colloquial of the Educated People:** This is the everyday language that is used orally among educated people.
- **Colloquial of the Illiterates:** It is the language used by the uneducated people and that is not influenced by any means of television or any form of written language.

As a summary of the above, Badawi, elaborates that in each and every person, more than one level exists, and people often shift between one or more level. Although each level is defined by itself, yet there is a thin boundary that separates them all.

2.5.The Impact of Perception towards Languages

The perception towards a language is the most essential element in determining a student's achievements in learning that language, whether as a first or second language. Here lies the importance of motivating a student in order to enhance his/her own attitude towards the learning conditions (Zamri, Riddzwan, Latif, & Halim, 2014). In their study on Turkish students, the attitude towards learning Arabic as a foreign language, Zamri et al. (2014) showed that even with distance learning, students maintained a positive attitude towards Arabic. They, thus, recommended exposing students to Arabic speaking persons, in order to improve their communication skills and thus enhance their fluency (Zamri, et al., 2014).

2.6.The Characteristics of the Arabic Language

The Arabic language is a “Semiotic language consisting of 29 consonants and 3 vowels (Killean, 1971). The writing system is primarily consonantal with short vowels represented as superscripted that makes the Arabic language a syllabic one” (Mohamed, Elbert, and Landerl, 2011, p.1044). Moreover, both the alphabetic and orthographic skills in Arabic are utilized for spelling (Mohamed, et al., 2011). Hence, there might be a potential role of visualization and spatial abilities in the relationship between fluent reading and spelling in the early stages of literacy acquisition, but not in advanced grades (Mohamed, et al., 2011). (For more information regarding the characteristics of the Arabic language, see Killean 1971).

2.7.Inquiry Approach in Teaching Arabic

Andrea (2011) reports on Kathy Short’s ideas and beliefs about the inquiry approach in reading, as reading through inquiry starts with drawing connections to what is significant in one’s life. This is how the learners can connect with what they already know before moving forward to a new learning (Andrea, 2011). This means that when a teacher is planning for literature circles or even for discussion of a topic taken from a book, s/he should take into consideration what the students previously know, and thus plan classes accordingly in order to ensure better understanding. Yusuf and Wekke (2014) report on a study they conducted in Indonesia where they used active learning to motivate learners in the Arabic religious classes. The Results show that inquiry and active learning enhanced the acquisition of the Arabic language.

2.8. Critical Thinking/ Questioning in Teaching Arabic

Short (2009) argues that reading is based on critical thinking, which is the aim of inquiry. Hence, when a student is reading any genre of Arabic reading, s/he is asked to question and research the information given to him/her before using it (Short, 2009). This idea is also supported by Martnez- Rold (2005) who asserts that the Arabic language, through inquiry, helps the speaker to elicit another's help or resource in going beyond his or her own present understandings. As such, they provide a window into children's thinking, allowing educators to have a glimpse of what they are making sense of and how they build on each other's' interpretation and experienced in order to help they better understand their own ideas.

2.9. The Traditional Way of Teaching Arabic

Bahous, Bacha, and Nabhani (2011), believe that Arabic is nowadays still being taught via traditional methods based on rote memory and allocution. Moreover, Arabic teaching has always been teacher centered (Bahous, et al., 2011). Today's students are facing a crucial problem that is also partially related to their parents (Bahous, et al., 2011). Unfortunately, parents nowadays do not encourage their children to communicate in Arabic, as they prefer to get them engaged in active games using the internet or portable electronic devices. Unfortunately, the blame is mainly in the teachers who do not give a chance to students to enjoy the Arabic language.

2.10. Methods of Teaching (Student Centered vs. Teacher Centered)

Ali and Olaimat (2011) point out that Arabic textbooks should be edited and revised based on the students' needs, wants, and interests. They thus believe that the best approach is an eclectic approach: a mixture of several resources (Ali & Olaimat, 2011).

Adding on to what was mentioned above, Mili (2011) claims that there is a correlated relationship between Arab cultures and the Arabic language, which renders it often misunderstood. Mili also stated that the Arabic language is a tool to communicate, to introduce the Arab culture, and to make connections.

The main challenge of teaching Arabic lies in the textbooks that are being used in the classroom (Zamri, et al., 2014). Moreover, it is the teacher's responsibility to improve the student's attitude towards homework and assignment. It is her/his responsibility to maintain a rich classroom with a positive predisposition with respect to the language. The textbooks hold ancient texts that tackle irrelevant topics; however, if the teacher is obliged to follow this book, she/he can on the other hand, expose her/his students to read aloud as well as use supplementary readings that are related and relevant to the students' lives. In addition to the above, the teacher can introduce activities to boost the students' energy in class and to encourage them to interact and be part of classroom's discussions and to stay on task.

Al- Shaye (n.d.) argues that the most essential implication is that the students along with their beliefs should be included in evaluating, revising, and putting their input into the educational program. He also stated that across different

regions of the world, the Arabic language program still appeals to a large number of students (Al- Shaye, n.d.). In the conclusion of this article, Al- Shaye, highlights the importance of the role of the student in investigating and adding on from his/her own experience to the taught curriculum (Al- Shaye, n.d.).

2.11. Arabic Language Enhances Making Connections

Alhaqbani and Riazi (2012) claim that the Arabic language as any other language can expand our enduring understandings of reading strategies such as think, pause, retell in addition to making connections such as text to text and text to self-connections through which we can build the gap between the language and the student. However, in this study, the main focus is the Arabic language and the importance of enhancing students' understanding by using various approaches and strategies.

2.12. Mastery of A Native Language Enhances the Acquisition of a Second Language

Cummins (1979) states that in order to develop competences in a second language, being competent in the first language will help in the acquisition of the second language. This concept was raised as well from the UNESCO statement “it is axiomatic that the best medium of teaching a child is his mother tongue” (UNESCO, 1953, p.11).

2.13. The Arabic Language and Technology

Ibrahim (2008) designed a project to study the attitude of instructors of Arabic toward using the new technology. She found out that there is a gap between teaching Arabic in the United States and teaching Arabic in Egypt. In the United States the teachers tend to use more technological devices in their teaching; rather in Egypt they used textbooks as the only way of communication with their students, refusing to use any form of technology.

Adding on to what was stated above, and according to Sahrir and Yusri (2012), in Online vocabulary games for teaching and learning Arabic, there is an urgent need to change the Arabic vocabulary learning. Thus, they state that online educational games can help the students learn Arabic vocabulary in a fast and effective way. Moreover, those games enhance the learner's perception, concentration, and immersion of knowledge. The games encourage the students and help them feel that they are ready to learn Arabic in a fun way.

In addition to what is mentioned above, an inquiry approach can enhance the teaching and learning of Arabic. Furthermore, the visible thinking routines help the students visualize their own thinking in Arabic (Short, 2006).

In brief, the mother tongue is an essential base for one's communication as well as the realization of academic achievements. The development of unfavorable attitudes towards one's mother tongue is problematic. The methods of instructions of the Arabic language are still based on traditional ways and today's student are facing noticeable difficulties with learning Arabic. In the following chapter, the methodology behind a study I conducted among

elementary students in a private school in Beirut, about their perception towards the Arabic teacher and the Arabic language will be discussed.

Chapter Three

Methodology

After providing a literature review that illustrates the main definitions, theories, teaching approaches, teaching strategies, and previous research regarding this topic, the upcoming chapter sheds light on the methodology. In the methodology section, I discuss the study design, the sample selected, instruments, data analysis, reliability, validity, and ethical consideration.

3.1. Study Design

This study is cross-sectional in nature that was conducted during a period of three months. By definition, a cross-sectional study is a “survey in which data are collected at one point in time from a predetermined population or populations” (Fraenkel, Wallen, & Hyun, 2012, p. G-2). Two distinct study phases were assumed; in other words, the study followed a mixed method approach:

- **Phase 1:** Quantitative approach: A questionnaire was developed based on an extensive literature review; it was administered to elementary students, in order to investigate their perceptions towards the Arabic language and teachers and the underlying motifs. This phase of the project was preceded by a questionnaire piloting phase that was conducted to test the study questionnaire as soon as the IRB approval was secured. This approach was chosen because surveys can be administered to several participants at the same time, while compiling multiple selected items.

Questionnaires can be self-administered which facilitates obtaining information from children, in a liberal manner (Fraenkel et al., 2012).

- **Phase 2:** Qualitative approach: Semi-structured, open-ended individual interviews were conducted with parents, teachers, and guardians, to explore further their perception of the Arabic language. Upon the completion of the interviews, the conversations were transcribed and analyzed to identify common as well as conflicting opinions expressed by the participants. This instrument was selected because interviews, despite being more time consuming, they provide an opportunity to probe further into respondents' answers. It helps elicit the cooperation of respondents via the establishment of rapport and the verification of the true answers or the rationale behind them.

3.2.Participants

- **Phase 1:** A sample population of 150 grade four students at one of the IB schools in Beirut was addressed and asked to participate in the study after securing both child and parental consent. Students were equally divided between the French and the English program. The instrument used was a set of questionnaires that was administered to grade four students at a PYP school in both the French and the English sections. Each one of those six sections held a number of around 25 to 27 students.

- **Phase 2:** The target population for phase 2 consisted of a convenient sample of five guardians and school officials. The sample specifically consisted of two parents, one school administrator (Arabic coordinator), one home room teacher (who does not teach Arabic language), and finally one Arabic language teacher.

3.3. Instrument and Data Collection Procedure

- **Phase 1:** The instrument used was a set of questionnaires that were administered to grade four students at a PYP school in both the French and the English sections. Each one of those six sections held a number of around 25 to 27 students. 150 consent forms were sent out to parents. Out of the 150 forms, only 69 signed consent forms were returned, and thus 69 questionnaires were distributed to grade four students of both English and French sections, whose parents consented their participation. I constructed the questionnaire based on the literature review and my personal observation in the Arabic language classes. The questionnaire (Appendix A) consisted of both closed and open-ended questions. The instruments were written in Arabic and explained to subjects who do not speak the language (such as the special Arabic in class students). The students were asked to respond in writing. The most important goal of such instrument is to learn about the ideas, the opinions and the characters of a certain population (Phellas, Bloch & Seale, 2011).
- **Phase 2:** In-depth interviews were conducted with parents, teachers, principals, and coordinators. Interviews are purposeful face-to-face

meetings. They are particularly useful for getting the story behind a participant's experiences (McNamara, 1999). According to Merriam (2014), there are three types of interviews: structured interviews, semi-structured interviews, and informal interviews. Fraenkel, Wallen, & Hyun define structured interview as a "format type of interview in which the researcher asks, in order, a set of predetermined questions" (Fraenkel et al., 2012, p. G-8). On the other hand, semi-structured interviews are "structured interviews combined with open-ended questions" (Fraenkel et al., 2012, p. G-8). Finally, informal interviews are "less-structured forms of interviews, usually conducted by qualitative researchers, as they do not involve any specific type or sequence of questioning, but resemble more the give and take of casual conversation" (Fraenkel, et al., 2012, G4).

For the purpose of this study, the interviews were semi-structured. A semi-structured interview uses an interview schedule containing open-ended questions. The questions (Appendix B) were structured so that they were asked in the order of the most general to the most specific, and an effort was made to ask the questions in the same order for each interview. Five semi-structured interviews were held with teachers, parents, coordinators, grandparents, and principals. The interview questions are based on the literature review and my personal observation in the Arabic language classes. The questions revolved around the perception of the Arabic language and teachers as well as the perception of the students towards the latter.

3.4.Data Analysis

- **Phase 1:** Data entry and analysis was conducted using SPSS version 22.0 for Windows (SPSS Inc., Chicago, IL). The analysis was conducted taking into consideration the following variables: the mother tongue, the student's perception towards the Arabic session, the student's perception towards their performance, the student's perception of the Arabic teacher, the student's perception of the importance of the Arabic language, and finally the value of several learning tools (videos, songs, group work, pair work, teacher's explanation, projects, role playing, discussions, read aloud activities, spelling exercises, assessments, and home learning).
Chi- square (correlation between two variables) and Fisher's tests were used to check for association between different variables. In order to facilitate the analysis and examination of the mother tongue factor, the latter variable was classified into Arabic vs. non- Arabic languages. Moreover, the descriptive terms utilized by the students (in item 5 of the questionnaire) were classified as positive (such as: kind, caring, and loving), neutral (such as: tall and short), or negative (such as: always angry, shouts a lot, and strict) terms in order to facilitate the quantitative analysis of this item. Finally, the five categories of the Likert scale used to assess learning tools were combined into three categories (important, neutral, and not important) for better assessment of associations and their significance.

- **Phase 2:** As for the qualitative phase of this study, the interviews conducted with the five participants were fully transcribed (Appendices C, D, E, F, and G) and reviewed in order to spot recurrent themes, trends, and patterns, and to identify key elements of the perception of the Arabic language and teacher, as well as to hypothesize the relationship between elements, and to draw conclusions. A theme is a set of attitudes or values that emerge from the interviews and that reflect a thinking process. The findings were tabulated (Table 14) in order to facilitate the coding process. Similarities and discrepancies in respondents' behaviors, opinions, and perceptions were highlighted during the analysis process. Furthermore, questions were analyzed among all five participants, in addition to the analysis of each interview.

3.5. Reliability and Validity

Fraenkel et al., (2012) state that validity is defined as referring to all the correctness and usefulness of specific analysis researchers make, based on the data they have collected. Moreover, reliability is defined as the consistency of the scores in a qualitative and quantitative research (Fraenkel, et al, 2012, p.147). I intended to achieve reliability and validity through the adoption and the analysis of the questionnaires via SPSS that served in uncovering the significance based on statistical calculations.

I chose to use coding to analyze the transcribed interviews that I have conducted with the five adults. Coding allowed me to have a thorough and efficient analysis to understand the perception of students and adults towards the

Arabic language and the Arabic teacher. If those two frameworks reached the same results, then the study would be both reliable and valid.

3.6.Ethical Considerations

Ethical principles are essential factors that need to be maintained in every step throughout the research process. To ensure the credibility and the authenticity of this research, three aspects were taken into consideration.

- 1- I intended to get informed consent from participants. They agreed voluntarily to participate in the research and were aware of its purpose and procedure. All personal information and the responses of the participants remain confidential to ensure the privacy of the data. The usage of secondary data are properly cited and referenced.
- 2- To ensure reliability and validity of the study, three instruments were used to examine the topic from different perspectives: two different sets of questionnaires and semi-structured interviews.
- 3- The main purpose of the IRB is to protect human subjects participating in a study. This is why, I have already completed the training course “Protecting human research participants” and obtained for the IRB approval.

In conclusion, this research project was divided into two phases. Phase one, which was a quantitative study consisted of the distribution of questionnaires to 69 Grade

four students. Phase two was a qualitative semi-structured interview conducted with five different stakeholders. In the chapter below, the results of both phases of the study are presented.

Chapter Four

Findings and Results

The results of this study will be displayed per phase and per theme, concept, or question. In addition to in-text description of the findings, several tables are made available for further details.

4.1. Phase 1: Quantitative Study Results (Questionnaires)

4.1.1. The Association between Mother Tongue and Arabic Class Perception (Table 1)

50.7% (35 out of 69) of the participants considered their mother tongue to be Arabic, and 49.3% (34 out of 69) who perceived their mother tongue as non- Arabic. 12 out of 35 (34.2%) students who considered their mother tongue to be Arabic, perceived class as boring. This ratio was different from those of non- Arabic mother tongue speakers among whom 19 out of 34 (55.8%) considered the class to be boring. In total 31 out of 69 (44.9%) of the surveyed students perceived the Arabic class to be boring, while 38 out of the 69 (55.1%) found the class to be exciting. No significant association was found between mother tongue and Arabic class perception (p -value = 0.092, Pearson Chi-Square test).

Table 1: The Association between Mother Tongue and Arabic Class Perception					
			Mother Tongue		Total
			Arabic	Other	
Arabic Class Perception	Boring	Count	12	19	31
		% of Total	17.4%	27.5%	44.9%
	Exciting	Count	23	15	38
		% of Total	33.3%	21.7%	55.1%
	Total	Count	35	34	69
		% of Total	50.7%	49.3%	100.0%

4.1.2. The Association between Mother Tongue and Performance in Arabic Class (Table 2)

The terms utilized by the students to describe their Arabic teacher varied from: tall, short, angry, caring, loving, shouts a lot, old, or strict, etc... 14 out of 35 (40%) Arabic mother tongue students perceived their performance as excellent compared to 7 out of 34 (20.5%) non- Arabic mother tongue students, accounting for a total of 21 out of 69 (30.4%) of the participants perceiving their performance as excellent. Interestingly, more non-Arabic mother tongue students 14 out of 34 (41.1%) perceived their performance as very good compared to only 10 out of 35 (28.5%) Arabic mother tongue students. The perception of performance as good and somewhat good was comparable among both groups. The association between the mother tongue and the perception of the Arabic class performance was also not significant (p-value = 0.275, Fisher's exact test).

Table 2: Association Between Mother Tongue And Performance In Arabic Class					
			Mother Tongue		Total
			Arabic	Other	
Performance in Arabic Class	Excellent	Count	14	7	21
		% of Total	20.3%	10.1%	30.4%
	Very Good	Count	10	14	24
		% of Total	14.5%	20.3%	34.8%
	Good	Count	8	9	17
		% of Total	11.6%	13.0%	24.6%
	Somewhat Good	Count	3	2	5
		% of Total	4.3%	2.9%	7.2%
	Fair	Count	0	2	2
		% of Total	0.0%	2.9%	2.9%
	Total	Count	35	34	69
		% of Total	50.7%	49.3%	100.0%

4.1.3. The Association between the Mother Tongue and the Description/ Perception of the Arabic Teacher (Table 3)

37 out of 69 (53.6%) surveyed students utilized negative connotations to describe their Arabic teachers, while 29 students (30.4%) utilized positive descriptive terms, and 11 (15.9%) had a neutral perception of their Arabic teachers. The distribution of descriptive connotations was almost equal among Arabic and non- Arabic tongues. No significant association was found between mother tongue and perception of the Arabic teachers (p-value = 1.0 by the Pearson Chi-Square test).

Table 3: Association between the Mother Tongue and the Description/ Perception of the Arabic Teacher					
			Mother Tongue		Total
			Arabic	Other	
Description/ Perception of the Arabic Teacher	Positive	Count	11	10	21
		% of Total	15.90%	14.50%	30.40%
	Neutral	Count	6	5	11
		% of Total	8.70%	7.20%	15.90%
	Negative	Count	18	19	37
		% of Total	26.10%	27.50%	53.60%
	Total	Count	35	34	69
		% of Total	50.70%	49.30%	100.00%

4.1.4. The Association between Mother Tongue and the Perceived Importance of the Arabic Language (Table 4)

61 out of the 69 participants (88.4%) considered the Arabic language to be important, either because they communicate through it or because they need to master reading and writing it as it is the language of the country they live in. This is in comparison to only 11.6% (8 out of 69 students) who did not care to learn Arabic. The distinguishing of the Arabic vs. non- Arabic mother tongue speakers with respect to the importance of the Arabic language was pretty much comparable among both groups except for the total 4 students who did not care to learn the standard Arabic language and were satisfied by colloquial communication, as 3 out 4 of those students (75%) were non- Arabic mother tongue speakers. No significant association was found between the mother tongue and the importance of the Arabic language.

Table 4: The Association between Mother Tongue and the Perceived Importance of the Arabic Language					
			Mother Tongue		Total
			Arabic	Other	
Perceived Importance of the Arabic Language	Important because I communicate through it	Count	12	14	26
		% of Total	17.40%	20.30%	37.70%
	I need to master reading and writing it because it is the language of the country I live in	Count	20	15	35
		% of Total	29.00%	21.70%	50.70%
	I don't care to learn the standard Arabic Language, as I am satisfied by colloquial communication	Count	1	3	4
		% of Total	1.40%	4.30%	5.80%
	I don't care to learn the Arabic Language, as it is not important	Count	2	2	4
		% of Total	2.90%	2.90%	5.80%
	Total	Count	35	34	69
		% of Total	50.70%	49.30%	100.00%

4.1.5. The Association between the Performance in Arabic Class and the Arabic Class Perception (Table 5)

Interestingly, 8 out of the 21 students (38.09%) who classified their performance in the Arabic class as excellent perceived the latter to be boring. Similarly, 11 out of 24 (33.3%) students with a very good performance and 8 out of the 17 (47.05%) students with a good performance perceived the class as boring.

No significant association was found between the Arabic class perception and performance. (p-value = 0.682 by Fisher's exact test).

Table 5: The Association between the Performance in Arabic Class and the Arabic Class Perception

Arabic Class Perception			Performance in Arabic Class					Total
			Excellent	Very Good	Good	Somewhat Good	Fair	
	Boring	Count	8	11	8	2	2	31
% of Total		11.60%	15.90%	11.60%	2.90%	2.90%	44.90%	
Exciting	Count	13	13	9	3	0	38	
	% of Total	18.80%	18.80%	13.00%	4.30%	0.00%	55.10%	
Total	Count	21	24	17	5	20	69	
	% of Total	30.40%	34.80%	24.60%	7.20%	2.90%	100.00%	

4.1.6. The Association between the Arabic Class Perception and the Description/ Perception of the Arabic Teacher (Table 6)

17 out of the 21 students (80.9%) who used positive descriptive terms for their Arabic teacher perceived the Arabic class to be exciting. And only 22 out of 37 (59.4%) students who used negative descriptors, perceived the class as boring. The association between the Arabic class perception and the description of the Arabic teacher was found to be statistically significant. (p-value = 0.01, Pearson Chi- square test).

Table 6: The Association between the Arabic Class Perception and the Description/ Perception of the Arabic Teacher					
		Arabic Class Perception			
		Boring	Exciting	Total	
Description/ Perception of the Arabic Teacher	Positive	Count	4	17	21
		% of Total	5.80%	24.60%	30.40%
	Neutral	Count	5	6	11
		% of Total	7.20%	8.70%	15.90%
	Negative	Count	22	15	37
		% of Total	31.90%	21.70%	53.60%
	Total	Count	31	38	69
		% of Total	44.90%	55.10%	100.00%

4.1.7. The Association between the Perceived Importance of the Arabic Language and the Arabic Class Perception (Table 7)

The Arabic class perception (boring vs. exciting) was equal among those students who considered Arabic to be important because they communicate through it. However, among the 35 students who needed to master the Arabic reading and writing because it is the language of the country they live in, 13 (37.1%) perceived the class as boring and 22 (62.8%) as exciting. Interestingly, 3 out of the 4 (75%) students who did not care to learn the standard Arabic language as they are satisfied by colloquial communication, perceived the Arabic class as exciting. On the other hand, 4 out of the 4 students who did not care to learn the Arabic language as it is not important perceived the Arabic class as boring. The association between the Arabic class perception and language importance was not statistically significant.

Table 7: The Association between the Perceived Importance of the Arabic Language and the Arabic Class Perception

		Arabic Class Perception			
		Boring	Exciting	Total	
Perceived Importance of the Arabic Language	Important because I communicate through it	Count	13	13	26
		% of Total	18.80%	18.80%	37.70%
	I need to master reading and writing it because it is the language of the country I live in	Count	13	22	35
		% of Total	18.80%	31.90%	50.70%
	I don't care to learn the standard Arabic Language, as I am satisfied by colloquial communication	Count	1	3	4
		% of Total	1.40%	4.30%	5.80%
	I don't care to learn the Arabic Language, as it is not important	Count	4	0	4
		% of Total	5.80%	0.00%	5.80%
	Total	Count	31	38	69
		% of Total	44.90%	55.10%	100.00%

4.1.8. The Association between the Description/ Perception of the Arabic Teacher and Performance in Arabic Class (Table 8)

Among the 21 students who had an excellent performance, 9 (42.8%) used positive descriptors for their Arabic teacher as well as an equal number of students who utilized negative connotations (42.8%).

Interestingly, out of the 24 students with a very good performance, 13 (54.1%) used negative descriptions of their Arabic teacher while 11 used the positive and neutral descriptions. Similarly, out of the 17 students with a good performance, 11 used negative description. Hence, the association between performance and the Arabic teacher perception was significant with a borderline p-value = 0.051 (Fisher’s exact test).

Table 8: The Association between the Description/ Perception of the Arabic Teacher and Performance in Arabic Class

		Performance in Arabic Class						
		Excellent	Very Good	Good	Somewhat Good	Fair	Total	
Description/ Perception of the Arabic Teacher	Positive	Count	9	7	3	2	0	21
		% of Total	13.00%	10.10%	4.30%	2.90%	0.00%	30.40%
	Neutral	Count	3	4	3	0	1	11
		% of Total	4.30%	5.80%	4.30%	0.00%	1.40%	15.90%
	Negative	Count	9	13	11	3	1	37
		% of Total	13.00%	18.80%	15.90%	4.30%	1.40%	53.60%
	Total	Count	21	24	17	5	2	69
		% of Total	30.40%	34.80%	24.60%	7.20%	2.90%	100.00%

4.1.9. The Association between the Description/ Perception of the Arabic Teacher and the Perceived Importance of the Arabic Language (Table 9)

Among the 4 students who did not care to learn the standard Arabic language as they were satisfied by colloquial Arabic communication 3 (75%) had negative perception of their Arabic teacher with no positive perception. Similarly, all of the 4 students who did not care to learn the Arabic language because it is not important had a negative perception of their Arabic teacher.

No significant association was found between the perception of the Arabic teacher and the Arabic language importance.

Table 9: The Association between the Description/ Perception of the Arabic Teacher and the Perceived Importance of the Arabic Language

Description / Perception of the Arabic Teacher	Perceived Importance of the Arabic Language					
		Important because I communicate through it	I need to master reading and writing it because it is the language of the country I live in	I don't care to learn the standard Arabic Language, as I am satisfied by colloquial communication	I don't care to learn the Arabic Language, as it is not important	Total
Positive	Count	11	10	0	0	21
	% of Total	16%	15%	0%	0%	30%
Neutral	Count	4	6	1	0	11
	% of Total	6%	9%	1%	0%	16%
Negative	Count	11	19	3	4	37
	% of Total	16%	28%	4%	6%	54%
Total	Count	26	35	4	4	69
	% of Total	38%	51%	6%	6%	100%

4.1.10. The Perception of the Value of Different Learning Tools

4.1.10.1. The Association between the Mother Tongue and Learning Tools (Figure 1)

The association between videos and mother tongue was found to be highly significant (p -value = 0.001 Fisher's exact test). Yet interestingly, among those 42 students who found videos to be important, 24 (57.1%) were Arabic mother tongue speakers and 18(42.8%) were non-Arabic mother tongue speakers. Among the 13 students who did not find videos to be valuable; 12 (28.57%) were non- Arabic speakers. The association between mother tongue and songs was not significant; however, 15 out of the 22

students (68.18%) who considered songs to be valuable, were non-Arabic speakers.

No significant association was found between mother tongue and group work (p-value = 0.114 Fisher's exact test) or pair work (p-value = 0.897, Fisher's exact test), and neither between mother tongue and the value of teacher's explanation (p-value = 0.516, Fisher's exact test). Similarly, for projects (p-value = 0.818) and role playing (p-value = 0.061, Chi-square), although role playing was more valuable among Arabic mother tongue speakers.

Also, there was no significant association between mother tongue and discussions. (p-value = 0.795, Pearson, Chi-square), or between read aloud sessions (p-value = 0.116, Fisher's exact value), or spelling exercises (p-value = 0.193, Fisher's exact value).

A significant association was found between assessments and mother tongue (p-value = 0.032, Fisher's exact value). 60 out of 69 students (86.9%) considered assessment to be significant. 34 out of these 60 (56.6%) students were Arabic mother tongue speakers, and 5 out of 6 (83.3%) students who considered assessments to be not important, were non-Arabic language speakers.

7 out of 10 (70%) students who did not value home learning in Arabic were non-Arabic mother tongue speakers; however, this association was not statistically significant (p-value = 0.370, Fisher's exact test).

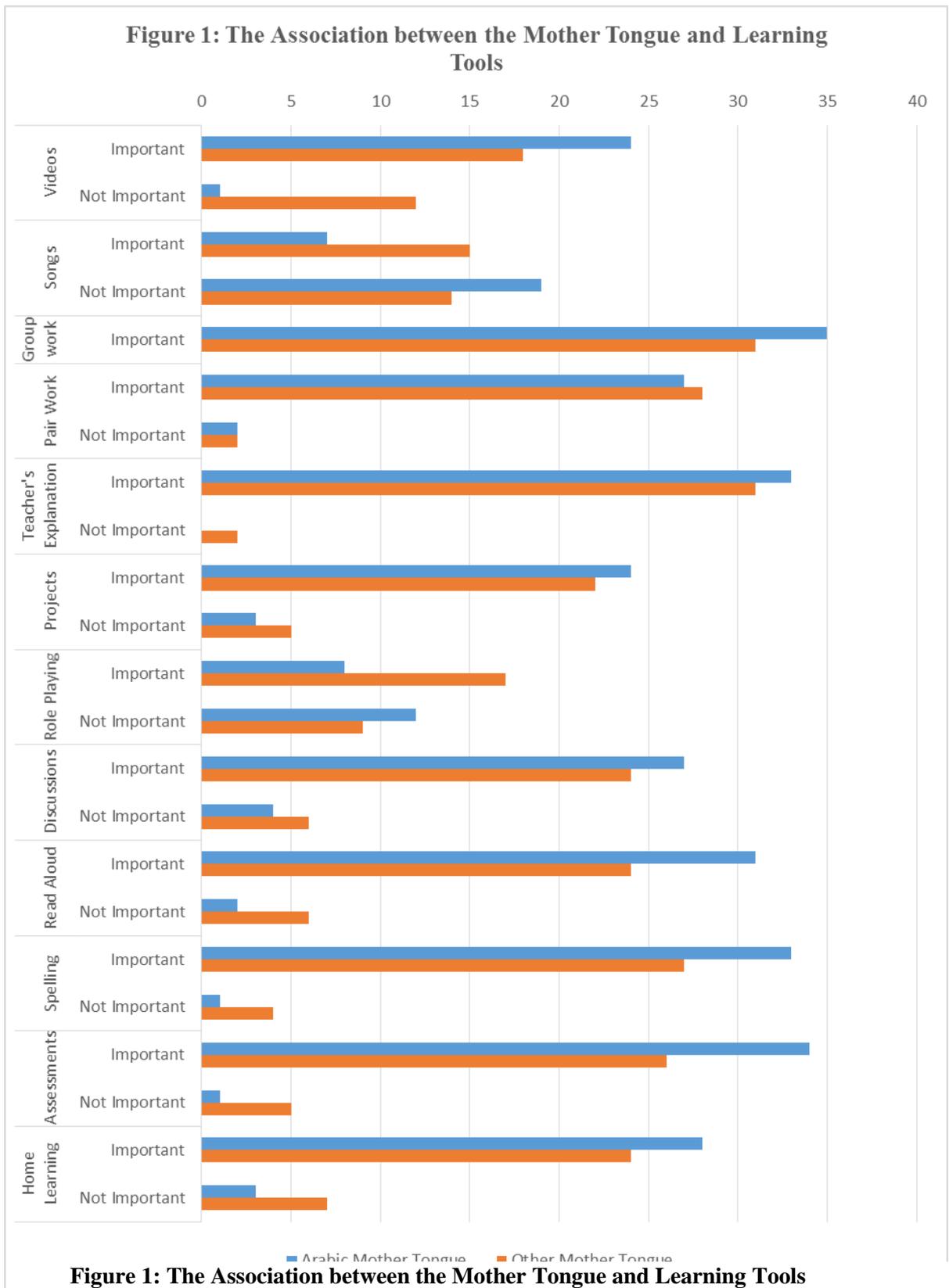


Figure 1: The Association between the Mother Tongue and Learning Tools

4.1.10.2. The Association between the Arabic Class Perception and Learning Tools (Figure 2)

The association between videos and the Arabic classroom perception was highly significant (p-value = 0.006, Fisher's exact test). 27 out of the 42 students (64.2%) who found the videos to be important also perceived the class to be exciting, and 11 out of 13 students (84.6%) who found videos to be not important perceived the class to be boring.

The association between the value of songs and Arabic class perception was significant (p-value = 0.024, Fisher's exact value). 66 out of 69 (95.7%) of the surveyed students perceived group work to be important, but the association between group work and Arabic class perception was not statistically significant (p-value = 0.08% Fisher's exact test).

Similarly, the majority of surveyed students 55 out of 69 (79.9%) found pair work to be important, however, this association was not significant.

64 out of 69 students (92.8%) considered the value of the teacher's explanation to be important, and the association between the value of the teacher's explanation and the perception of the Arabic class was statistically significant (p-value = 0.019, Fisher's exact value). 38 out of 64 students (59.3%) who considered teacher's explanation to be important, also perceiving the Arabic class as exciting.

No significant association was detected between the value of projects and the perception of the Arabic class. Similarly, the value of role playing, discussions, read aloud, and spelling exercises were not associated with students' perceptions of the Arabic class.

It is important to mention that the association between assessments and the perception of the Arabic class was statistically significant (p-value = 0.015, Fisher's exact test), as 60 out of 69 of the surveyed students (87%) considered assessment to be valuable and 37 out of those 60 (61.6%) found the Arabic class to be exciting. No significant association was found between home learning and the perception of the Arabic class. (P-value = 0.134, Fisher's exact test).

The value of videos was not statistically associated with the perception of students' performance. Similarly, songs, group work, pair work, and teacher's explanation were not statistically associated with the performance perception of the student. On the other hand, the association between projects and the perception of performance was found to be statistically significant (p-value = 0.037, Fisher's exact test), whereby the majority of students who found projects to be important perceived their performance as excellent (15 out of 46, 32.6%) or very good (18 out of 46, 39.13%).

Role-playing, discussions, read aloud, spelling exercises, and home learning were not statistically associated with the performance of perception.

Interestingly, assessments on the contrary to their relationship with the mother tongue and the perception of the Arabic sessions were not statistically associated with the perception of the students' performance (p-value = 0.482, Fisher's exact test).

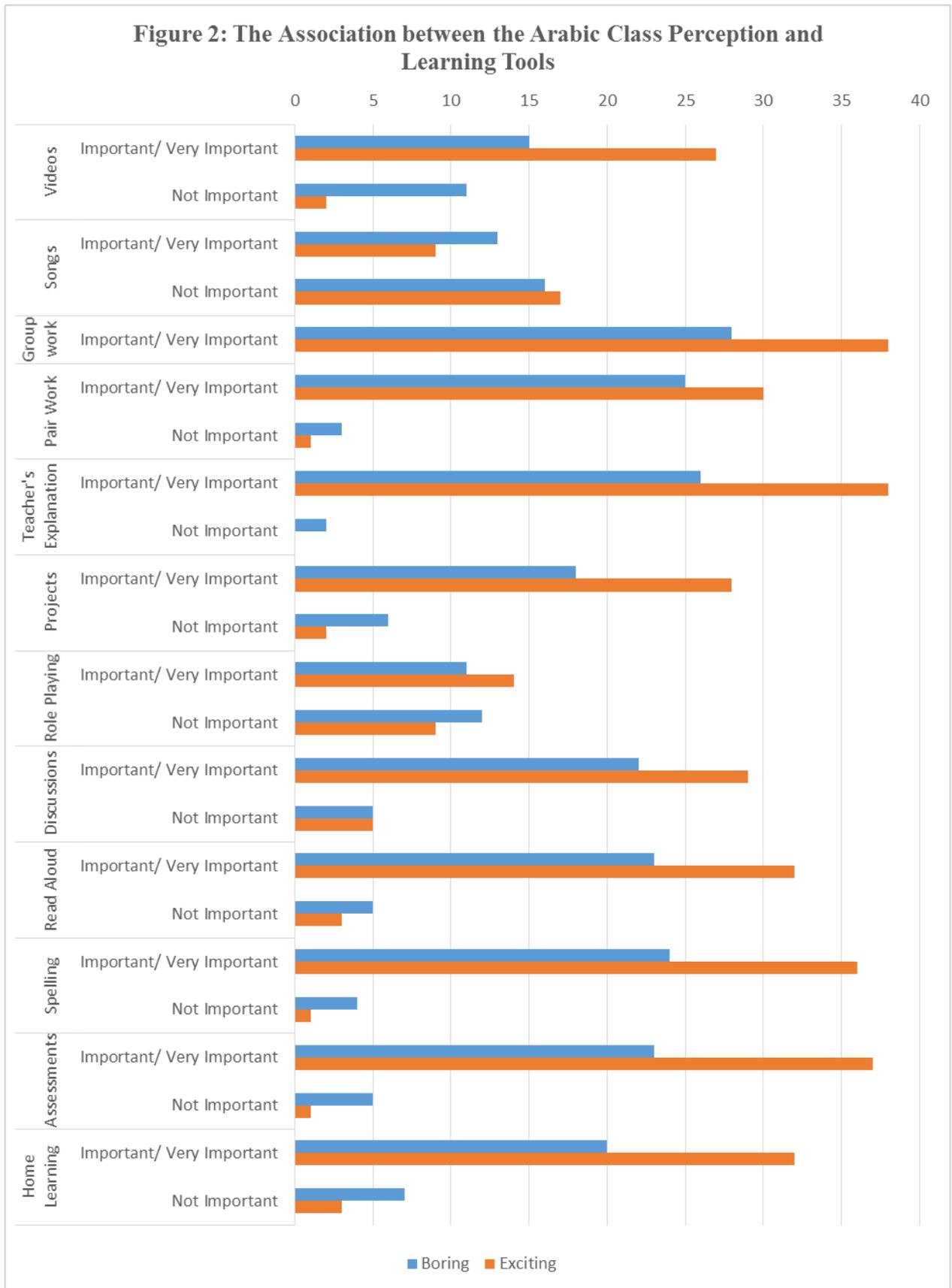


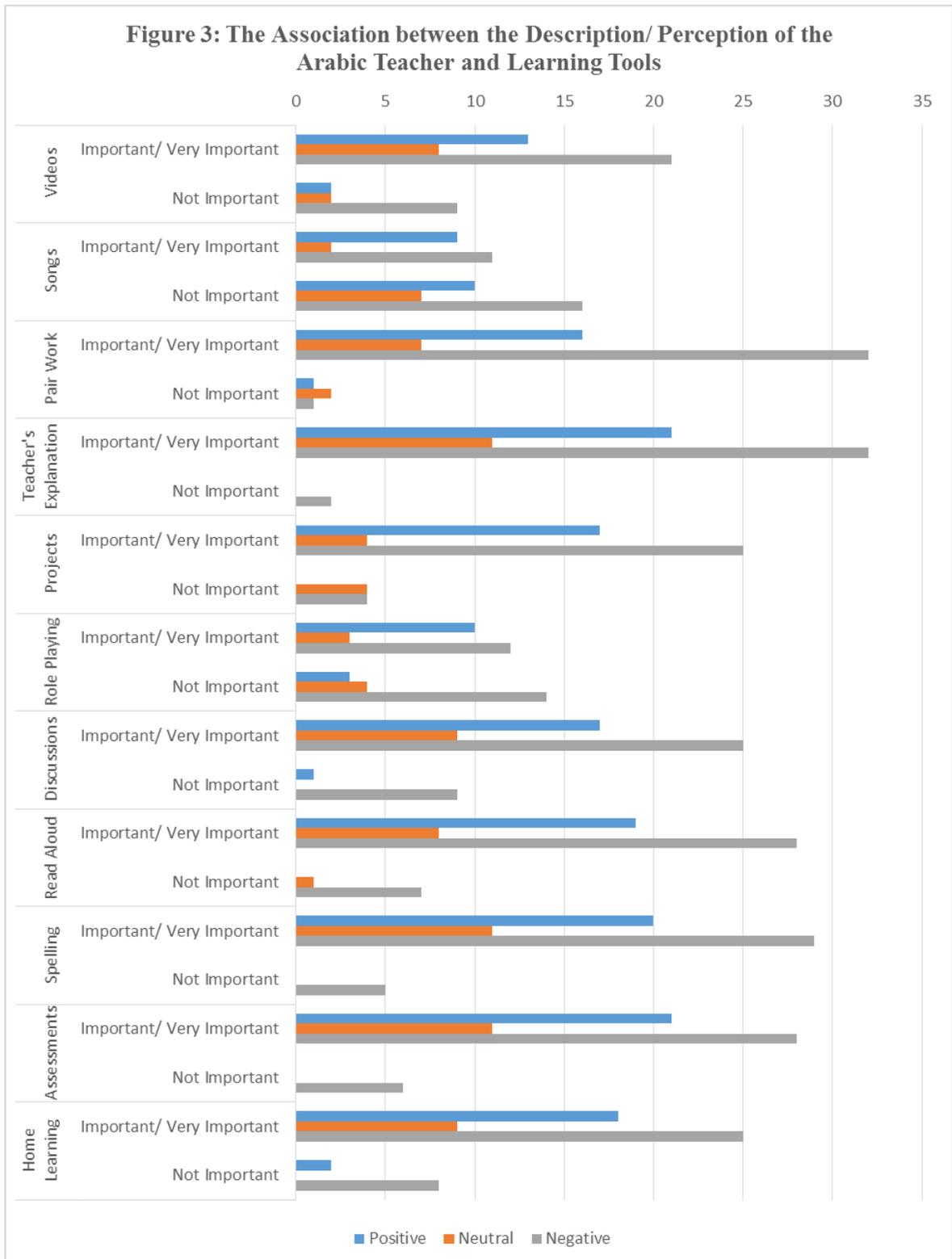
Figure 2: The Association between the Arabic Class Perception and Learning Tools

4.1.10.3. The Association between the Description/ Perception of the Arabic Teacher and Learning Tools (Figure 3)

The value of videos, was not found to be associated with the descriptions used for the Arabic teacher (Perception). Similarly, for songs, group work, pair work, the value of teacher's explanation, role- playing, discussions, read aloud sessions, spelling, and home learning. Yet, on the other hand, the value of projects were found to be significantly associated with the perception of the Arabic teacher (p-value = 0.033, Fisher's exact test). Similar to the perception of performance, the value of assessment with the perception of the Arabic teacher was significantly associated this time with a p-value = 0.082 as per Fisher's exact test.

4.1.10.4. The Association between the Perceived Importance of the Arabic Language and Learning Tools (Figure 4)

There was a statistically significant association between the value of videos as learning tools and the importance of Arabic language with a p-value = 0.033, as per Fisher's exact test. Similarly, songs were found to be strongly significantly associated with the importance of the Arabic language with a p-value = 0.005 (Fisher's



exact test). Group work, pair work, the teacher's explanation were not significantly associated with the importance of the Arabic language. Yet, it is important to mention that, out of the 64 students who considered teacher's explanation to be a valuable tool 25 (39.06%) classified the importance of the Arabic language as important because they need to communicate through it, and 33 (51.5%) needed to master reading and writing in Arabic because it is the language of the country they live in. Projects, role- playing, discussions, read aloud sessions, and spelling were not significantly with the importance of the Arabic language. Interestingly, assessments were also not associated with the importance of the Arabic language with a p-value = 0.303 (Fisher's exact test). On the other hand, home learning was strongly associated with the importance of the Arabic language with a p-value = 0.002 (Fisher's exact test), as 52 out of 69 students (75.4%) considered home learning to be an important learning tool; 24 out of these 52 students (46.15%) found it important because they communicate through it, and 26 out of the 52 students (50%) needed to master reading and writing because it is the language of the country they live in.

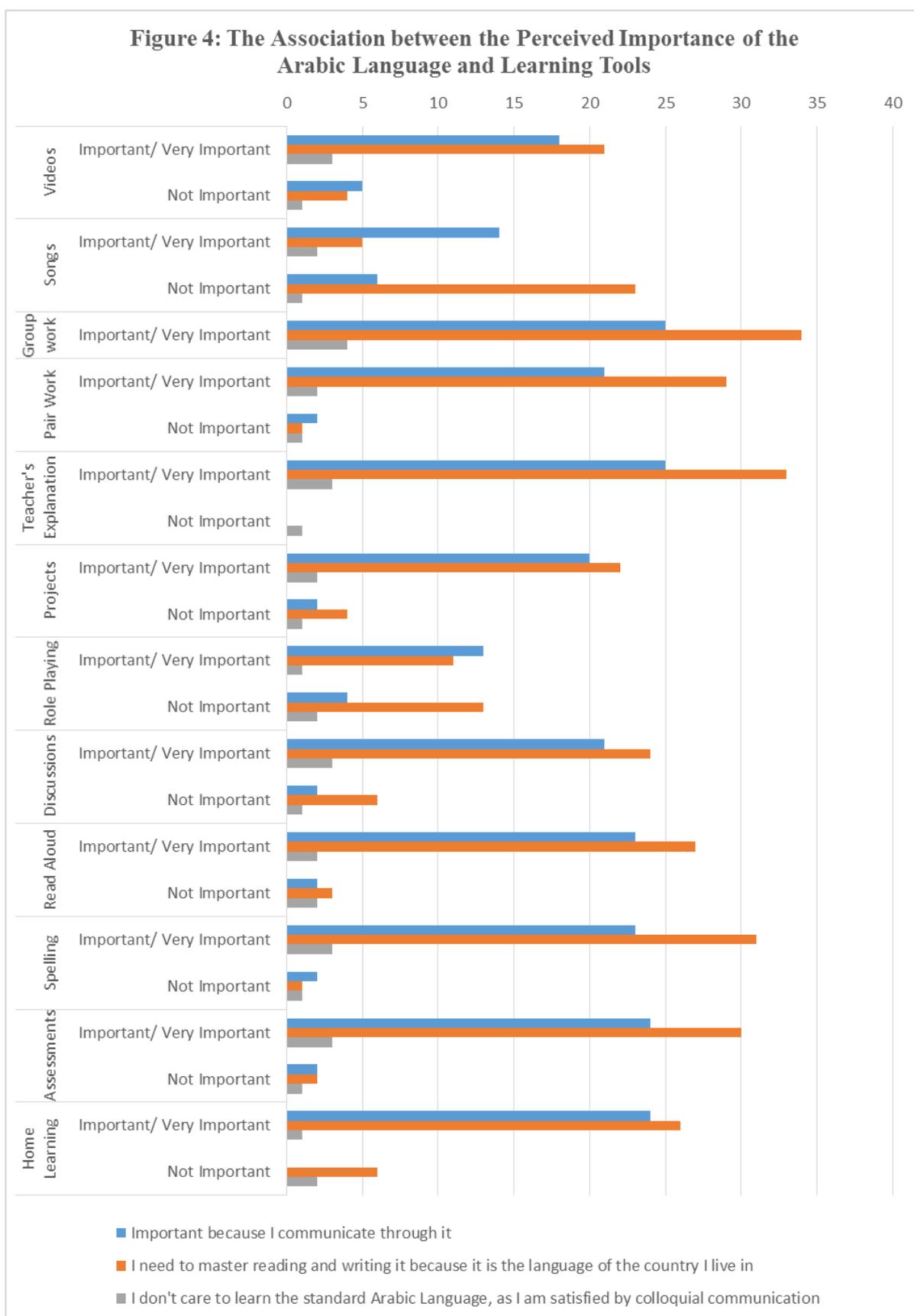


Figure 4: The Association between the Perceived Importance of the Arabic Language and Learning Tools

4.2. Phase 2: Qualitative Study Results (Interviews)

4.2.1. Identified Themes (Table 10)

Interviews were conducted with five participants, all of whom answered all seven questions. Below is a table that summarizes the transcribed answers, under which is an analysis per each interview question. Please refer to appendices C, D, E, F, & G for the full text transcription of each interview.

Table 10: Summary of Interviews Transcriptions					
Interviewees/ Questions	Person 1	Person 2	Person 3	Person 4	Person 5
Question 1: كيف يمكنك أن تصف معلّمة/ معلم اللغة العربية (ما هي التشابيه التي تساعدك على تصويره/ تصويرها)؟	-old - always angry	-systematic - wow (full of passion) - old - teacher- centered	- thinker - a walking library - knowledgeable	- giver - patient - high level of tolerance	- strict - old - close minded
Question 2: كيف كانت نتائجك في مادّة اللغة العربية في المدرسة؟ (ممتاز - جيد جداً - جيد - نوعاً - وسط - دون الوسط).	Fair	excellent	Excellent	good	excellent
Question 3: هل أحببت مادّة اللغة العربية خلال سنوات الدراسة؟ علّل إجابتك.	No. the teacher did not have her ways of letting us love the Arabic language.	Yes. I loved to read novels and know more about المتنبّي وجبران خليل جبران.	Yes. I had a great Arabic teacher who made me love the Arabic literature.	No. I detested the Arabic language during my school years because of my Arabic teacher.	Yes, but I hated the Arabic teacher, except for one who used to read for us different kinds of

				I discovered the importance and beauty of this language when I started studying Arabic literature at the university.	literature related to his culture.
Question 4: ما هي لغتك الأم؟	Arabic	Arabic	Arabic	Arabic	Arabic
Question 5: لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللّغة العربيّة؟ كيف ستكون ردّة فعلك؟	I will not be able to cope with it, because I hate teaching.	I am not eligible to teach the Arabic language. I can teach it without being my profession. I prefer teaching business for college students.	I am born to teach the Arabic language.	I would rather change my current profession and become an actress.	I cannot teach Arabic. I am afraid not to be comfortable with this language, and I am anxious not to find appropriate resources that can help me teach the Arabic language.
Question 6: كيف يمكنك أن تصف حصّة اللّغة العربيّة؟	- boring - long - difficult especially الإعراب	- The teacher is the one responsible to create the caliber and the mindset of the class. - The teacher is the one who can motivate the students and create a learning	- I use to wait for the Arabic session to start.	- boring - The teacher used to shout a lot. - I used to run from the class to the bathroom to read.	- boring - loud voices

		environment.			
<p>Question 7: لو كان لديك الفرصة في تغيير طريقة تدريس اللّغة العربيّة، ماذا ستختار أن تغيّر فيها؟</p>	<ul style="list-style-type: none"> - patient - repeats a lot - a good communicator - young - uses new teaching strategies and techniques 	<ul style="list-style-type: none"> - selling skills, in order to sell the language - lively and positive - teaching step by step - facilitator 	<ul style="list-style-type: none"> - teaching critical thinking strategies - teaching reading strategies <p>" لا يجوز أن تدرّس اللّغة العربيّة كما كانت تُدرّس من ألف عام". عميد الأدب العربيّ طه حسين</p>	<ul style="list-style-type: none"> - teaching Arabic through drama, this will help the kids in building the presentation skills. 	<ul style="list-style-type: none"> - the Arabic teacher should be very close to the kids and friendly - teaching in a fun and engaging way - dynamic

4.2.2. Analysis Results per Question

4.2.2.1. Question 1: Characteristics of the Arabic Teacher

3 out of 5 (60%) described the Arabic teacher as old and using other negative connotations such as: strict, always angry, and close- minded. Whereas, 2 out of the 5 (40%), described the Arabic teacher in positive connotations such as: a giver, patient, a thinker, knowledgeable”.

4.2.2.2. Question 2: Perception of Grades

3 out of 5 (60%) had excellent grades in the Arabic language, while, 1 had fair grades, and 1 had good grades.

4.2.2.3. Question 3: Perception of the Arabic Language

3 out of 5 (60%) stated that they loved the Arabic language in the school years; however, 2 out of 5 (40%) answered that they did not like the Arabic language. It is important to mention that 3 out of 5 (60%) justified their answers by saying that they hated their Arabic teacher as mentioned in one of the answers: “She did not have her ways in letting us love the Arabic language”. Another participant stated: “I detested the Arabic language during my school years because of my Arabic teacher, and I later discovered the importance of this language in the university, while studying Arabic literature and language”.

4.2.2.4. Question 4: Mother-Tongue Language

5 out of the 5 participants (100%) acknowledged that their mother tongue is Arabic.

4.2.2.5. Question 5: Changing your Profession to Teaching Arabic

4 out of the 5 participants (80%) said that they will not be able to change their profession and teach the Arabic language. While, only one said: “I am born to teach the Arabic language”. 2 out of the 5 participants (40%), stated that they

prefer not to teach. While 2 out of the 5 participants (40%) answered that they are eligible to teach this language and they are not comfortable to teach it.

4.2.2.6. Question 6: Description of the Arabic Session

3 out of the 5 participants (60%), described the Arabic session to be boring. Some of the negative connotations that were used to describe the Arabic class and language were: “Long, difficult, boring, loud voices, teacher shouting...” 1 out of the 5 participants (20%), used to wait for the Arabic session to start. While, the last participant mentioned that the teacher is the one responsible to create the caliber and the mindset of the class, and he/she is the one responsible to motivate the students and create an engaging and welcoming learning environment.

4.2.2.7. Question 7: Changing the Way the Arabic Language is Being Taught

While answering the last question of the interview in which all the participants had the chance to suggest some recommendations in order to change the way the Arabic language is being taught. One participant referred to Taha Hussein that made his answer stand out:

"لا يجوز أن تدرّس اللّغة العربيّة كما كانت تدرّس من ألف عامّ" طه حسين

4 out of the 5 participants (80%), suggested that the Arabic teacher can be a good communicator, lively, positive, dynamic, teaching critical thinking, teaching Arabic through drama, friendly, and teaching in a fun, engaging, and way.

The findings of this research project revealed a statistically significant association between the Arabic class perception and the description/ perception of the Arabic teacher. Assessments as learning tools were found to be significantly associated with mother tongue, the perception of the Arabic class was statistically significant, and the perception of the Arabic teacher. The associations between each of videos and songs, as learning tools, with both Arabic classroom perception and the perceived importance of the Arabic language were significant. The qualitative phase of the study revealed an association between the perception of the Arabic teacher and the perception of the Arabic classroom, as well as between the perception of the Arabic teacher, classroom, and performance. The image of Arabic teacher was frequently associated with negative connotations, and the current trend of instruction of Arabic was found to be expired and requires change.

The next chapter includes a discussion of these findings, along with relevant reflections from the literature.

Chapter Five

Discussion

The discussion below compiles several concepts that will be supported with proposed theories and research findings. I am also comparing the results of my study with previously conducted research that has been discussed in my literature review.

Primarily, after conducting the questionnaire with grade four students, 50.7% considered their mother tongue to be Arabic which was almost comparable to 49.3% who perceived their mother as non- Arabic. This can be justified by the observation that in the private school where the research has been conducted, the mother tongue is not the language of instruction in all the subjects. It is just the language of instruction in the Arabic language session. It is also very significant to note that while all the students surveyed were Lebanese, only half of them identified themselves as Arabic mother tongue speakers. This very low percentage may be explained by the simple reason that they did not understand what mother tongue means, or by more complex reasons. The latter include having a foreign language being utilized as a major one at home, whether by parents, or by the reliance of foreign nannies. Hence, a lack of appreciation of Arabic is probably on the rise in Lebanon, as evidenced by for instance, how some students, have no recognition of the national history, culture, and traditions. The literature on the Arabic language is scarce. Studies related to other languages show similar results. One study is Heugh and Benson's (2006) who advocate that having the mother tongue as a main language of instruction in a school at the primary years helps in the acquisition of a second language and helps in

developing knowledge at a faster pace. They also add that developing unfavorable attitudes towards the mother tongue is due to unwariness of the importance of this language or a lack of appreciation (Heugh & Benson 2006). Moreover, some factors that affect the perception of the mother tongue can be further propagated to compile social, economic, or even psychosocial factors.

The findings of this study revealed a statistically significant (p -value = 0.01) relationship between the Arabic class perception and the description of the Arabic teacher. This data can be also compared to and associated with the data from the interviews that showed that 3 out of the 5 participants (60%), described the Arabic session to be boring referring to their teachers and Arabic session by negative connotations such as: “long, difficult, boring, loud voices, teacher shouting, etc...” For instance, one of the participants stated that the teacher is the one responsible to create the caliber and the mindset of the class, and he/she is the one responsible to motivate the students and create an engaging and welcoming learning environment. This is a significant finding that can be substantiated in the research of Bacha and Bahous (2012), who stated that all private and public schools in Lebanon are using the learner- centered communicative approach in their teaching. However, some teachers face difficulty to change their way of teaching from a traditional way (one - way teaching), memorization based, and teacher- centered to a more flexible and engaging way.

The findings of qualitative phase of this study also confirmed the above mentioned conclusion, as the vast majority of interviewees suggested that the Arabic teacher can be a good communicator, lively, positive, friendly and dynamic. It was also mentioned that the Arabic teacher can teach critical

thinking, Arabic through drama, and teach in a fun, engaging, and motivating manner. The justifications provided by the five interviewees in the qualitative phase were quite expressive of this relationship. Among the justifications behind their perception of the Arabic language were the following responses: “she did not have her ways in letting us love the Arabic language; I detested the Arabic language during my school years because of my Arabic teacher, and I later discovered the importance of this language in the university, while studying Arabic literature and language”. The latter can be justified by looking at the perception towards a language and viewing it as the most essential element in determining a student’s achievements in learning the Arabic language, whether as a first or second language. Here lies the importance of motivating a student in order to enhance his/her own attitude towards the learning conditions (Zamri et al.,, 2014).

However, another interesting finding of this study was that the association between the student’s performance and the Arabic teacher perception was borderline significant (p-value = 0.051 by Fisher’s exact value). A rather more significant association between the teachers’ influence on students’ achievements was found by Bacha and Bahous (2012), who considered that teachers’ characteristics determine students’ academic achievement. This shows that students are being influenced with their perceptions towards the Arabic teachers.

With regards to the utility of learning tools in Arabic education, the association between videos and the Arabic classroom perception was found to be highly significant (p-value = 0.006). A similar significant association was found between the value of songs and Arabic class perception (p-value = 0.024). Contrary to what most of us educators may assume, the findings of this study

were not in support of group work as an effective learning tool in the Arabic classroom. Hence, the findings of this study support the utilization of videos and songs in order to improve the student's perception of the Arabic classroom.

A statistically significant association was found in this study between the value of videos as learning tools and the perceived importance of the Arabic language (p-value = 0.033). This was also the case for songs with a highly significant statistical association (p-value = 0.005). This fact can be related to the fact that the main challenge of teaching Arabic lies in the adherence to the limited textbooks that are made available (Zamri et al., 2014). This is further supported by the argument of the Language Center at the University of Amman who consider that Arabic textbooks should be edited and revised based on the students' needs, wants, and interests. They thus believe that the best approach is an eclectic approach; a mixture of several resources (Al Ali & Olaimat, 2011). It is thus the teacher's responsibility to maintain a rich and engaging classroom environment with multimedia tools, in order to induce a positive predisposition towards the Arabic language.

The approach to teaching the Arabic language is one of the important topics of discussion in educational forums nowadays. A study by Bahous et al., (2011) revealed that Arabic nowadays is still being taught via traditional methods based on rote memory and allocution. Moreover, Arabic teaching has always been teacher centered (Bahous, et al., 2011). The last question of the interview (qualitative study phase) gave the chance for participants to suggest some recommendations in changing the approach by which Arabic language is being taught. One participant referred to the world-renowned writer Taha Hussein by mentioning that it's unforgivable that the Arabic language is instructed as it was a

" لا يجوز أن تدرّس اللّغة العربيّة كما كانت تدرّس من ألف عامّ" عميد الأدب (thousand years ago (العربيّ طه حسين). Today's students are facing a crucial problem that is also partially related to their parents (Bahous, et al., 2011). Unfortunately, parents nowadays do not encourage their children to communicate in Arabic, as they prefer to get them engaged in active games using the internet or portable electronic devices.

Finally, the one of the interesting findings of this study was that assessments, as a learning tool, had a constantly statically significant association with each of the mother tongue, the perception of the Arabic language, and the perception of the Arabic teacher. This further confirms the hypothesis of our students being used to highly appreciating exams, as perhaps they know that grades are the main indicators against which their success is being measured.

After this discussion, below I present a conclusion of this study among with recommendation with practice.

Chapter Six

Conclusions

6.1. General Conclusion

Our study aimed at investigating the perception of students and adults towards the Arabic language and the Arabic teacher. After data collection and analysis of the results, a statistically significant association was detected between the perception of the Arabic language and the perception of the Arabic teacher. The students perceived the Arabic language to be boring due to their negative perception of their teacher.

In a nutshell, in order to change the way people perceive the teaching of the Arabic language, and in order to transform the teaching approach to embrace inquiry as an attitude, instruction must be based on the processes that are natural to the students and that leads to a natural and smooth stance of learning. This approach further entails that Arabic inquiry should be perceived as a concept based approach rather than a subject matter approach. We, as teachers and educators, should set our goal for education and should take into consideration the different levels of students as well as their different learning styles. We should extend our expectations beyond just having students gain information on particular topics. Only then, knowledge becomes the tool to explore conceptual and enduring understandings.

It is a culture of thinking that should be used to find new ways to teach the Arabic language and to help our students feel the passion about learning this language.

6.2. Limitations

Like any other study, this study has some limitations that need to be acknowledged. The first limitation is the sample number, 69, which was relatively concise as limited by the response rate of the parents who signed and returned the consent form. Also, the sampling was limited to one grade level in one single school for restrictions of time and resources during the phase of data collection. Hence, the findings of this study may not be easily generalized beyond the scope of the investigated sample. It is also important to mention that, this study is a cross-sectional study and not a cohort study, which does not permit the establishment of causality or the development of perceptions across the academic years. Finally, one more limitation to note relates to questions 1 and question 2 of the questionnaire administered to the students, as they may have been quite vague with respect to their level of understanding.

6.3. Recommendations

In order to change the way the Arabic language is being taught, educators need to admit that there is a problem in teaching the Arabic language. The first step that can be done in this matter, is to change

the perception of the Arabic language of being strict, shouts a lot, does not care... to being fair, friendly, good listener, a good communicator, a risk- taker sometimes so that she/he can show the students that a teacher can play and have fun while teaching. A lot of teaching strategies can be used to teach the Arabic language some of which are:

- Literature circles.
- Having the students rotate into stations through one session, moving around can help them concentrate and avoid the fact being bored.
- Read aloud in Arabic and have puppet shows in class.
- Applying “thinking routines” in the Arabic classroom can help the teacher make learning visible and ensure the understanding of her/his students. According to Ritchhart, Church, and Morrison (2011), “Routines can be thought of as any procedure, process, or pattern of action that is used repeatedly to manage and facilitate the accomplishments of specific goals or tasks” (p. 45). Below is an example of a thinking routine that can be used in Arabic that I have translated:

عناوين الأخبار: روتين لإلتقاط الجوهر/ الفكرة الرئيسيّة

هذا الرّوتين مستوحى من فكرة عناوين الصّحف، كوسيلة للتّخيص والاستيلاء على جوهر الحدث، الفكرة، المفهوم،

الموضوع... هذا الرّوتين يطرح سؤالاً جوهريّاً:

١ . إذا كنت تريد كتابة عنواناً الآن لهذا الموضوع أو هذه القضية يقبض على الجانب الأكثر أهمية، ماذا يكون هذا

العنوان؟

٢ . كيف تغيّر العنوان الخاص بك استناداً إلى مناقشات اليوم؟

- Inviting guest speakers to introduce the students to a new concept in Arabic or to reinforce an understanding of a prior concept.
- Organizing educational field trips with a pre-set purpose in mind for example, attending a puppet show in Arabic, meeting an author, or visiting a museum and reflecting back on each experience at the end.
- Teaching grammar especially 'rab through rap for example or through a melody.
- Watch educational clips of inspirational people in the world and follow that with a constructive discussion and a reflection.
- Open up room for creativity, ask the students what are they interested to learn about this session and have small independent inquiry groups.
- Celebrate mother tongue- day in the school.
- Assigning reasonable home learning that the student can enjoy doing it and at the same time finds the purpose behind it.

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Appendix A

Questionnaire

استبيان

هذا مشروع بحثي وللقيام بهذا المشروع سوف يطلب منك ملء استبيان قصير. يهدف هذا الاستبيان إلى إلقاء الضوء على نظرة الأشخاص إلى مادة اللغة العربية ولمعلمة/ معلم اللغة العربية. المعلومات التي تقدمها سوف تستخدم لتعزيز وتحسين: تدريس اللغة العربية. لن يتم التصريح أو الإفراج عن إجاباتك إلى أي شخص، وسوف تبقى هويتك مجهولة. لن يكتب اسمك على الاستبيان ولن يحفظ في أي سجلات أخرى. جميع إجاباتك التي تقدمها لهذه الدراسة سوف تظل سرية. عندما يتم تقديم نتائج الدراسة، لن يتم التعرف إليك بالاسم أو أي معلومات أخرى يمكن أن تستخدم للاستدلال إلى هويتك. الباحثون فقط لديهم الحق في الاستطلاع على البيانات التي تم جمعها خلال هذا البحث. مشاركتك طوعية وبإمكانك الانسحاب من هذا البحث في أي وقت تشاء أو تخطي أي سؤال لا تشعر بالرد عليه رفضك للمشاركة لا ينتج عنه أي جزء أو فقدان أي من الحقوق التي أنت مؤهل لها. يعترف البحث على الالتزام بجميع القوانين الأخلاقية المعترف بها. أنت توافق على المشاركة في هذا المشروع البحثي عن طريق ملء الاستبيان التالي. إذا كان لديك أي أسئلة، يرجى طرحها على فريق البحث المدرجة أسمائهم في بداية هذا الاستبيان. شكرًا لك على وقتك.

إذا كان لديك أي أسئلة يمكنك الاتصال:

الاسم	رقم الهاتف	البريد الإلكتروني
لينا محمصاني	71- 17 60 28	lina.mahmassani@lau.edu

إذا كان لديك أي أسئلة حول حقوقك كمشارك في هذه الدراسة، أو كنت تريد التحدث إلى شخص خارج البحث، يرجى الاتصال:
مكتب اللجنة الأخلاقية،
الجامعة اللبنانية الأميركية

IRB Office,
Lebanese American University
3rd Floor, Dorm A, Byblos Campus
Tel: 00 961 1 786456 ext. (2546)

١. لغتي الأم هي:					
٢. حصّة اللّغة العربيّة بالنّسبة إليّ:		أ. مملّة	ب. مشوّقة	ج. تمضي بسرعة	
٣. علّل إجابتك التي اخترتها في السؤال السابق (رقم ٢):					
٤. كيف أقيّم أدائي في مادّة اللّغة العربيّة:		أ. ممتاز	ب. جيّد جدًّا	ج. جيّد	د. جيّد نوعًا
٥. أصف معلّمة اللّغة العربيّة بثلاث صفات:		أ.	ب.	ج.	و. دون الوسط
٦. ما مدى أهميّة اللّغة العربيّة بالنّسبة إليك؟		أ. هي مهمّة لأنني أتواصل من خلالها.	ب. يجب عليّ أن أتقن قراءتها وكتابتها لأنّها اللّغة الرسميّة في بلادنا.	ج. لا يهمني تعلّم القراءة والكتابة باللّغة العربيّة الفصحى، بل يكفيني التّواصل باللّغة المحكيّة.	د. لا يعنيني تعلّم اللّغة العربيّة لأنّها ليست مهمّة.
٧. ما قيمة هذه الوسائل التّعليميّة في حصّة اللّغة العربيّة بالنّسبة إليك؟					
الوسيلة التّعليميّة	مهمّة جدًّا	مهمّة	على الحياد	غير مهمّة	غير مهمّة على الإطلاق
الشّرائط المصوّرة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الأغاني	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العمل الجماعيّ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العمل الثنائيّ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	شرح المعلّمة				
<input type="checkbox"/>	تحضير المشاريع				
<input type="checkbox"/>	التّمثيل				
<input type="checkbox"/>	المناقشات				
<input type="checkbox"/>	القراءة الجهرية				
<input type="checkbox"/>	الإملاء				
<input type="checkbox"/>	الامتحان المقيّم				
<input type="checkbox"/>	الفروض المنزلية				

Appendix B

الهدف: الهدف من هذه المقابلة هو إلقاء الضوء على نظرة الأشخاص لمادّة اللّغة العربيّة ولمعلّمة/ معلّم اللّغة العربيّة.

١. كيف يمكنك أن تصف معلّمة/ معلّم اللّغة العربيّة (ما هي التشابيه التي تساعدك على تصويره/ تصويرها)؟
٢. كيف كانت نتائجك في مادّة اللّغة العربيّة في المدرسة؟ (ممتاز - جيّد جدًا - جيّد - جيّد نوعًا - وسط - دون الوسط).
٣. هل أحببت مادّة اللّغة العربيّة خلال سنوات الدّراسة؟ علّل إجابتك.
٤. ما هي لغتك الأمّ؟
٥. لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللّغة العربيّة؟ كيف ستكون ردّة فعلك؟
٦. كيف يمكنك أن تصف حصّة اللّغة العربيّة؟
٧. لو كان لديك الفرصة في تغيير طريقة تدريس اللّغة العربيّة، ماذا ستختار أن تغيّر فيها؟

Appendix C

Interview 1

Parent 1

الهدف: الهدف من هذه المقابلة هو إلقاء الضوء على نظرة الأشخاص لمادة اللغة العربية ولمعلمة/ معلم اللغة العربية.

١. كيف يمكنك أن تصف معلمة/ معلم اللغة العربية (ما هي التشابيه التي تساعدك على تصويره/ تصويرها)؟

كبيرة في السن، عصبية، "نكدة"، شعرها أجدد، وجهها يطغى عليه التجاعيد.

٢. كيف كانت نتائجك في مادة اللغة العربية في المدرسة؟ (ممتاز - جيد جداً - جيد - جيد نوعاً - وسط - دون الوسط).

وسط إلا في امتحان الشهادة المتوسطة حصلت على علامات تتراوح بين الجيد جداً وجيد.

٣. هل أحببت مادة اللغة العربية خلال سنوات الدراسة؟ علل إجابتك.

كلا، كنت أكره اللغة العربية وتحديداً القواعد. ما كانت لمعلمة تحبيني باللغة، شكلها ما يبخليك تحب اللغة.

٤. ما هي لغتك الأم؟

اللغة العربية.

٥. لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللغة العربية؟ كيف ستكون ردة فعلك؟

لن أقبّلها لأنني لا أحبّ التعليم.

٦. كيف يمكنك أن تصف حصّة اللغة العربية؟

مملة وطويلة، "ما بصدّق كيف تخلص"، صعبة وتحديداً الإعراب.

٧. لو كان لديك الفرصة في تغيير طريقة تدريس اللغة العربية، ماذا ستختار أن تغير فيها؟

معلمة بالها طويل، تشرح بشكل وافي، متواصلة، شابة، تستعمل طرائق حديثة في التعليم.

Appendix D

Interview 2

Parent 2

الهدف: الهدف من هذه المقابلة هو إلقاء الضوء على نظرة الأشخاص لمادة اللغة العربية ولمعلمة/ معلم اللغة العربية.

١. كيف يمكنك أن تصف معلمة/ معلم اللغة العربية (ما هي التشابيه التي تساعدك على تصويره/ تصويرها)؟

أول شي أنا العربي موضوع غالي وعزيز على قلبي، I love it فعم تحكي مع شخص بحبه. في آراء بالموضوع، لأنه عندي ذكريات حلوة مع أساتذة عندهم شغف للغة وعندهم لفظ حلو وأدب وشاطرين بالفلسفة. وفي أساتذة systematic قراءة وقواعد بس Theory وهول عادي حسب الواحد واجتهاده، ما في شي special about them. عندك الأساتذة يلي بخلوكي تطيري وتعشقي اللغة بخلوكي تقدري قديش غني وفيها مرادفات وقديش فيها خيال وأبعاد آه ه really من هيك أساتذة صرت حبّ الطرب و literature. مع ولادي كيف عم شوف إجمالاً، كلهن دقة قديمة ما بعرف ليش، بكونو كبار كتير بالعمر وهيك دقة قديمة بطريقة الشرح approach وهيدا الشّي بيخلق جفا بينهم وبين التلميذ.

٢. كيف كانت نتائجك في مادة اللغة العربية في المدرسة؟ (ممتاز - جيد جداً - جيد - جيد نوعاً - وسط - دون الوسط).

أنا بالمدرسة كنت ممتازة بالعربي، حتى هلا بشغلي بساعدني هالشّي. حتى كنت حبّ الإلقاء بحبّ الفصحى، في منهم بيضحكوا عليّ لأنني بلفظ القاف... مش ضروري كون درزيّة. بحبّ الاستظهار وبحبّ دافع عن اللغة العربية.

٣. هل أحببت مادة اللغة العربية خلال سنوات الدراسة؟ علّل إجابتك.

أكيد أكيد... وكبرت معي وتحديداً بفترة المراهقة صرت حبّ أعرف عن قيس وليلى والمنتبي وجبران خليل جبران، أكتب، حبّ، أحلم، أعشق، بحبّ أقرأ الروايات.

٤. ما هي لغتك الأم؟

العربي أكيد وهيدي اللغة يلي بحكيا صراحةً مع ولادي بالبيت. فمنهني وصغار بيسمعوا أغاني
twinkle twinkle and the wheel on the bus go بال عربي فيروز وشوشوة مش دايمًا
round and round.

٥. لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللغة العربية؟ كيف ستكون ردة فعلك؟

ما ضرورة نكون مهنتي الرئيسية فيني علم عربي لتلاميذ الجامعة بس متي مؤهلة. بفضل علم
I can be a positive influential. business for college students بس

٦. كيف يمكنك أن تصف حصّة اللغة العربية؟

ما بدي قول إنو اللغة بتضعف environment no أنا بقول إنو الدور أولًا وأخيرًا بيرجع
للأستاذ لوقفته لتحضيره هو أو هي قدي they create a proper environment and
they motivate the kids قدي برغبهم للقراءة وليسمعوا للأغاني قدي they can add
contribution and be of a good value قدي بفرجوا إنو عايشينها. كيف
الامتحانات بتكون simply التحضير they can set the caliber and the mindset of
the class.

٧. لو كان لديك الفرصة في تغيير طريقة تدريس اللغة العربية، ماذا ستختار أن تغير فيها؟

كنت عم قول هو تغيير ال behavior ناع كلّ الأساتذة spirit and engagement هو إنو
يركزوا كيف character and leadership يلي عندهم ياها كيف عندهم selling skills
because the need to sell the language after all إنو هيدي لغتنا وحضارتنا
lively and positive وديتأس طريقة التدريس بدو يكون فيها ترغيب
ترغيب أكثر من ترهيب step by step كيف بدها تكون مشغولة على أسلوب الأستاذ.

Appendix E

Interview 3

School Principle

الهدف: الهدف من هذه المقابلة هو إلقاء الضوء على نظرة الأشخاص لمادة اللغة العربية ولمعلمة/ معلم اللغة العربية.

١. كيف يمكنك أن تصف معلمة/ معلم اللغة العربية (ما هي التشابيه التي تساعدك على تصويره/ تصويرها)؟

معلم اللغة العربية كتلة من فكر وإحساس ومكتبة متنقلة، هو بستان متنوع الأزهار بأشكال وألوان متعدّدة، فعمق ثقافته التي يكتسبها من دراسته ويطورها بالاطّلاع الواسع يجعله موسوعيًا.

٢. كيف كانت نتائجك في مادة اللغة العربية في المدرسة؟ (ممتاز - جيد جدًا - جيد - جيد نوعًا - وسط - دون الوسط).

نتائجي بشكل عام كانت جيّدة عمومًا.

٣. هل أحببت مادة اللغة العربية خلال سنوات الدراسة؟ علّل إجابتك.

لكن في مادة اللغة العربية والأدب فكانت ممتاز كوني عشقت هذه المادة، وكان أستاذي أستاذًا بالمعنى الحقيقي للكلمة.

٤. ما هي لغتك الأم؟

العربية بكلّ فخر.

٥. لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللغة العربية؟ كيف ستكون ردّة فعلك؟

لن أغيرها فلقد ولدت لأكون مُدرّس لغة عربية.

٦. كيف يمكنك أن تصف حصّة اللّغة العربيّة؟

عندما كنت تلميذاً كنت أحرص على حضورها ويشغف. أمّا عندما صرت مدرّساً فقد حرصت على أن تكون حصّة اللّغة العربيّة خفيفة على قلوب التلاميذ وبحمد الله نجحت في ذلك.

٧. لو كان لديك الفرصة في تغيير طريقة تدريس اللّغة العربيّة، ماذا ستختار أن تغيّر فيها؟

مما لا شكّ فيه أنّه خير ما يُذكر في هذا المجال قول عميد الأدب العربيّ الدكتور طه حسن في كتابه حديث الأربعاء أنّه "لا يجوز أن تُدرس العربيّة كما كانت تُدرّس من ألف عام". وكنت سأختار طريقة إعمال الفكر الناقد، وتعليم التلاميذ طرائق متعدّدة لقراءة، وأن لا قراءة واحدة لنصّ واحد.

Appendix F

Interview 4 Arabic Teacher

الهدف: الهدف من هذه المقابلة هو إلقاء الضّوء على نظرة الأشخاص لمادّة اللّغة العربيّة ولمعلّمة/ معلّم اللّغة العربيّة.

١. كيف يمكنك أن تصف معلّمة/ معلّم اللّغة العربيّة (ما هي التشابيه التي تساعدك على تصويره/ تصويرها)؟

معلّم اللّغة العربيّة هو إنسان يعطي من كلّ قلبه يتحمّل الكثير ولا يبخل على تلاميذه بشيء.

٢. كيف كانت نتائجك في مادّة اللّغة العربيّة في المدرسة؟ (ممتاز - جيّد جدًّا - جيّد - جيّد نوعًا - وسط - دون الوسط).

نتائجي كانت جيّدة.

٣. هل أحببت مادّة اللّغة العربيّة خلال سنوات الدّراسة؟ علّل إجابتك.

لا، نفرتُ من هذه المادّة في السّنوات الإبتدائيّة بسبب معلّمة اللّغة العربيّة، ولكنني تصالحت معها في المرحلة الجامعيّة من دراستي للأدب.

٤. ما هي لغتك الأمّ؟

اللّغة العربيّة

٥. لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللّغة العربيّة؟ كيف ستكون ردّة فعلك؟

أغيّر مهنتي لأصبح ممثّلة فطالما تمنيتُ أن أصعد على خشبة المسرح وأمثّل.

٦. كيف يمكنك أن تصف حصّة اللّغة العربيّة؟

عندما كنت تلميذة كنت أشعرُ بالملل في حصّة اللّغة العربيّة. كانت المعلّمة تلجأ إلى الصّرخ معظم الحصّة وكنت أهرب من الصّفّ إلى الحمام لكي أقرأ ما يحلو لي.

٧. لو كان لديك الفرصة في تغيير طريقة تدريس اللّغة العربيّة، ماذا ستختار أن تغيّر فيها؟
كنتُ سأختار طريقة إدخال التّمثيل في حصّة اللّغة العربيّة لأنّه طريقة للتعبير عن الذات. وهذا الأمر سينمّي حبّ التّقدير الشّفويّ وسيساعدُ تلاميذنا على تخطّي خوفهم.

Appendix G

Interview 5

Homeroom Teacher

الهدف: الهدف من هذه المقابلة هو إلقاء الضّوء على نظرة الأشخاص لمادّة اللّغة العربيّة ولمعلّمة/ معلّم اللّغة العربيّة.

١. كيف يمكنك أن تصف معلّمة/ معلّم اللّغة العربيّة (ما هي التّشابه التي تساعدك على تصويره/ تصويرها)؟

Strict - مُتشدّدة برأيها - غير منفتحة - old

٢. كيف كانت نتائجك في مادّة اللّغة العربيّة في المدرسة؟ (ممتاز - جيّد جدًّا - جيّد - جيّد نوعًا - وسط - دون الوسط).

كانت نتائجي ممتازة في مادّة اللّغة العربيّة.

٣. هل أحببت مادّة اللّغة العربيّة خلال سنوات الدّراسة؟ علّل إجابتك.

نعم، بس ما بحبّ يلي بعلموها except أستاذ عدس أستاذي في الصّف الثّامن... كان يقرأ الكثير من القصائد عن ثورة الجزائر. وقصص لمارون عبّود وأدب التّهضة وهول الأنواع غيروا نظرتي بالأدب.

٤. ما هي لغتك الأمّ؟

العربيّة

٥. لو أعطيت الفرصة لتغيير مهنتك وممارسة مهنة تعليم اللّغة العربيّة؟ كيف ستكون ردّة فعلك؟

لا بخاف، بخاف ما ارتاح مع اللّغة. وبخاف ما لاقى مصادر مناسبة.

٦. كيف يمكنك أن تصف حصّة اللّغة العربيّة؟

مملّة، صوت مرتفع دائميًا.

٧. لو كان لديك الفرصة في تغيير طريقة تدريس اللّغة العربيّة، ماذا ستختار أن تغيّر فيها؟
يجبُ على معلّمة اللّغة العربيّة أن تكون سلسلة وقريبة من الأولاد، ممتعة، تستطيع أن توصل
فكرة و"جماليّة هذه اللّغة".