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مجلة علمية محكمة تصدر عن كلية التربية

جامعة المرقب

العدد الثالث والعشرون
يوليو 2023م

هيئـــة التحريـر

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- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
- المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
- كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
- يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
- البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .

(حقوق الطبع محفوظة للكلية)

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ضوابط النشر:

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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The importance of Using Classroom Language in Teaching English language as a Foreign Language

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Abstract: Based on the researchers experience in teaching English language as a foreign language, They noticed that most of Libyan teachers neglect the usage of speaking English inside the classroom .This study aims at illustrating one of the teaching difficulties (classroom language) that Libyan secondary school teachers face. The research measures the abilities of Libyan secondary school teachers in using classroom language in teaching the target language (English) inside classrooms. It is a descriptive research used to investigate about the reasons of not using classroom language in teaching English. The sample were Arab Libyan teachers of English. The data were collected through two instruments which are observation and a structured questionnaire. This data described as the research is a descriptive one. The results of this research went side by side with the researcher assumption. It was so clear that most of Libyan teachers neglect the usage of classroom language. Finally, the research attempts to provide some suggestions and methods that could help students, teachers and learners of English as second languages improve their level.

1.0. Introduction:

Classroom language is very important for teaching English. Classroom language is the collection of phrases and sentences used for communication among teachers and students. It can be an invaluable way of promoting English as real communication, student involvement in the lesson, and active language learning skills. In addition, it can help pupils minimize the use of the mother tongue. It is a language that teachers and students use in learning process, but when teaching a language it takes a while to learn this part of the language.

Knowing these language basics reduce the amount of time that students are forced to use their mother tongue and increases the amount of the second language they are studying; it makes the language classroom environment more authentic. Using classroom language appropriately, however, is one of the most difficult tasks facing teachers, especially the ones with less or no experience in teaching. In fact, teaching/learning process cannot take place without enough knowledge about this language. It is the mean to build that bridge of understanding between teacher and their students.

1.1. The Aims of the Study:

This study aims at achieving the following objectives:

1. Limiting the use of the students' mother tongue in the classroom.
2. Encouraging the teacher and the students to speak fluently in the classroom.
3. Using simple language in the classroom.

1.3. The Problem statement:

Based on the experience of the researchers, Some Libyan teachers face difficulty in speaking English in the class. These problems are due to the absence of

the use of the classroom language which leads to the over use of the mother tongue inside the classroom by the teachers who teach English as a foreign language.

1.2 research questions:-

1- Do Libyan teachers use classroom language when they teach target language (English)?

2- what is the vital role of using classroom language in teaching target language?

1.4. The Assumption of the Study:

This study has two hypotheses:

A) Most teachers of English at secondary schools in Libya use very little English inside the English classroom.

B) Most students are passive because, instead of using student-centered approach in teaching, teachers use teacher-centered approach.

1.5. The Scope of the Study:

This study is limited to the investigation of difficulties encountered by both teachers and students in using English in the classroom of first year secondary school students.

1.6. The Importance of the Study:

Thus, the study will focus on the use of classroom language that may help students increase their ability to speak English.

1.7. The Procedure of the Study:

This study adopts the following procedures:

a) Investigating the use of L1 inside the classroom of English lessons, aspects of classroom behavior and perspectives for studying classroom talk.

b) Analyses of a questionnaire filled by some secondary school students and obtain some results.

c) Providing some recommendation and conclusions.

2.1. Review of Related Literature:

Other researchers have done studies similar to our study.

"**Encouraging Classroom Language Use**" is a study written by Michelle Louwerse who teaches at the Chinese University of Hong Kong. This study was conducted in June 2001. This study was in two parts. Part 1 summarized three steps in encouraging classroom language use, and Part 2 showed how one activity can be modified to encourage the four different kinds of classroom language. In summary, the immediate practicality and frequency of use of classroom language helps students appreciate English as real communication and develop their confidence in both their English abilities and in themselves as active individuals by enabling them to use it to get things done. Teachers can help students to master and enjoy using classroom language.

Classroom language has been the most fun to teach. As even the shyest students have gotten a kick out of barking orders or being able to choose what the class will color next. It takes planning and self-discipline on the part of the teacher. However, seeing the students get more involved in the class is well worth it.

"**Using L1 in the L2 Classroom**" is a study by William Schweera Jr. who teaches at the University of Puerto Rico, Bayamon Campus. Scweera Jr. concludes that English should be the primary vehicle of communication in the English classroom and that a teacher should give students sample opportunities to process English receptively as well as to produce and negotiate meaning in the language. A second

language can be learned through raising awareness to the similarities and differences between L1 and L2. Finally, using L1 has led to positive attitudes toward the process of learning English and better yet, encourages students to learn more English.

In her research **"Interaction in Second Language Classroom**," Shaheena Choudhury who taught at the Department of English and Humanities in BRAC University in 2005, presents the issue that dealing with reticent students in a second language classroom is one of the major issues a language teacher faces, and it becomes an exasperating experience when the students are from multicultural background who do not know how to respond to a teacher's queries. Language teachers are confronted with the challenge of student-student and teacher-student interaction. In summary, teachers and learners together are the contributing source in managing the classroom interaction and at the same time managing these learning opportunities. From the research findings, it is evident that making learners actively participate as much as possible cannot be universally right as not all learners learn best in the same way. What all learners do need, unanimously, is environments in which they can settle down to productive work, each in their various subtle ways.

"**The Classroom Language Use of a Korean Elementary School EFL Teacher: Another Look at TETE**" is a study by Dae Min Kan at the Center for Educational Research, Seoul National University. This study conducted in September 2007 to prod into a non-native EFL teacher's classroom language use related to TETE (Teaching English through English) in a Korean elementary school, found that the teacher did not adopt TETE in its entirety. The study revealed to use three types of language: exclusive use of L1, exclusive use of the target language (TL) use of L1 immediately followed by L2 equivalents. At the core of the various pedagogical motives behind the four types was her attention to student interest. A result indicating than an EFL teacher's language use was mainly determined by TL proficiency. The current study also shows a close correspondence between student perspectives and teacher motives in terms of teacher's language use. The arguments favoring the use of both L1 and TL, meanwhile, have emphasized that L1 should not be over relied on, should be of secondary importance, and should be used relevantly and selectively.

"**The Importance of Interaction in Classroom Language Learning**" is a study written by R.L. Wright who teaches at the Department of Linguistics at the University of Lancashire. Write says, "Audio lingualism taught us a long time ago the importance of keeping our learners active in the classroom. At the time, that meant reducing the amount of teacher-talk in classroom in order to increase learner-talking time. This led naturally to getting them talking to each other, typically through pair or group work, which automatically multiplied the potential talking time for each learner. However, this extra quantity of language practice usually took the form of highly controlled drilling, and that did not solve all the problems. The profession moved on from getting them talking to each other, to more complex problems of "getting them communicative approach. Classroom language interaction has not been managed and by all the present, not just by teacher. The importance of interaction in classroom language learning itself is jointly managed. The importance of interaction in classroom language learning is precisely that it entails this joint management of learning, we can no longer see teacher, and learners simply as learner, because both are, for good or ill, managers of learning."

2.2. Definition of Classroom Language:

According to www.better language teaching.com, classroom language is "the routine language that is used on a regular basis in classroom like giving praise or instructions like "Take out your books."

Classroom language "is a language that teachers use to communicate with their pupils in the classroom."

Classroom language is the means to build the bridge of understanding between teachers and their students.

2.3. L1 in the Classroom:

According to www.better language teaching.com, L1 refers to the first language, or native tongue, of the students and/or teacher. (L2 or second language can be viewed as the target/ foreign language.) There are positive and negative aspects for avoidance of the L1 in the class. It should be understood that many institutions and private language schools prefer to institute a 100% English only rule, which fails to consider the advantages of using L1 in the classroom. Each teacher should assess how to use L1 in his/her classroom, particularly to balance TTT" Teacher Talking Time" and STT "Students Talking Time". However, care should be taken if the teacher allows L1 in the classroom. It is very easy for it to become a crutch that can limit the improvement of students.

Using L1 in the classroom has advantages and disadvantages.

***The Advantages of L1**

When a student cannot understand a word or phrase, or cannot follow some aspect of a spoken conversation, then he has the chance to employ speaking strategies. Technical or cultural explanations in the L1 of the students may be more useful in these lessons. Students practice in English with the information provided by the teacher.

Students may ask either their teacher or peers. Although students can ask similar questions solely in English, lower-level students may need further clarification on some point or aspect of the new material. Some types of students need to understand the details in order to use and link the target language correctly, and so will very much need the chance to seek clarification in their L1. (**www.betterlanguageteaching.com**)

It should be noted that the teacher could sometimes use the L1 to help students provide sentences beyond their ability. The teacher might also consider using the native tongue of the class to start quickly an activity. If the teacher wants to jump into the practice session without wasting valuable students' talk time, a thirty-second explanation in the students' L1 may accomplish this best. An explanation in the native language of the students may be necessary with a class of false beginners where no one speaks any English at all.

It is also effective for students to provide an occasional word or sentence in their native language, especially during activity that focuses on fluency. A student may be stuck in a conversation and find him/herself unable to express their opinions, answers, or questions. Limited approval to use their L1 allows for longer and richer discussions. However, limited and occasional use of the L1 is the key idea here. (**www.betterlanguageteaching.com**)

***The Disadvantages of L1**

There are also disadvantages for the L1 in the class, from both perspective of the teacher and the students.

For students, an entire class in English offers additional opportunities to hear the language. The English used for explanations and instructions represent "real" English because students actively listen how to use a grammar point or vocabulary word, or how to conduct an activity, for example. (Note: Although the teacher should always strive to make activities representative of real and relevant English, students may sometimes see activities as something slightly less than real. They still question how much they have achieved. The teacher can point to explanations and instructions that were understood as proof of ability.

Some teachers fear that tacit approval of L1 will result in its heavy use in the classroom. In most classes, it does not take much effort for the teacher to encourage students to do so. However, it should be noted that some students might want to speak and speak resorting to their native tongue when any difficulties arise. (**www.betterlanguageteaching.com**)

There is also the concern that the teacher will not understand what the students are saying, assuming that he does not speak the same language well or at all. In student-centered classes where everyone is interested and actively engaged, though students are focused on the target language, not the teacher, the explanation given between students may not be correct, which the teacher would miss, or if the teacher opts to explain in the L1 of the students, and again is not very adept or fluent in their language, then he could easily miss much-needed nuance. (**www.betterlanguageteaching.com**)

2.4. Aspects of Classroom Behavior:

It has been observed that some aspects of the classroom behavior of teachers who teach the new syllabus of English language are traditional and not in conformity with the principles and objectives of the communicative approach upon which the new syllabus has been based. However, the Libyan teachers still impose strict control on classroom practice and employ only teacher-fronted activities. Some teachers ignore the classroom affective factors that deal with students' emotions and desires; they do not consider students ideas and contributions. Teachers use old teaching methods where they occupy the centre of the classroom and spend most of the class time talking, much more than students, using Arabic extensively and little English during the lesson and students are drilled on grammar and sentence structure. Edge advises teachers to run their classes in the foreign language (FL) to offer chances of more practice. The students know that the FL can be used for achieving communication. Consequently, they can acquire the language. **(Al-Bukbak. 2008:36)**

2.5. Perspectives for Studying Classroom Talk:

2.5.1. The Social Uses of Language:

Language, in classrooms and elsewhere in social life, is not used just to communicate information. Two of its most important functions are (1) its use to perform specific kinds of action, and (2) its use in creating situations in which those actions take their meanings from the contexts we build around them. **(Lemke: 1989:3)**

2.5.2. Using Language to Act:

People do things with language. Language in use is a tool for social action, for giving orders or enlisting co-operation, for negotiating relationships, for obtaining and sharing information, for seducing, insulting, impressing, soothing, praying, deceiving, praising and damning, buying and selling, persuading and dissuading, begging, demanding, and offering-for everything we can do with one another, for one another, and to one another through speech.

2.5.3. Using Language to Create Situations:

The kind of language heard on any occasion reflects the uses to which speech is being put, and it will vary systematically with the kind of situation that speech and other actions are helping to create at that moment, in that place, among those people. Our social life is organized around familiar, recurring situation types, which we can recognize and initiate, play our parts in, and manipulate, disrupt, or bring to an end. The kinds of things that typically happen, that we find appropriate and predictable. The kind of language specific to a particular situation type has been called the linguistic Register of that situation type.

2.5.4. Talking about Classroom Processes*:*

The language of the teachers differs from that of the students because:

1. Teachers and students take different roles with different, though negotiable, expectations of their rights and powers and their duties and relations and to one another.
2. Teachers and students adopt different ways of speaking on the topic. They may use the same words differently or use different words or ways of saying things altogether.

2.5.5. Introducing Some Terminology:

In any community, there will always be different ways of speaking within the same register. We tend to use some of these differences to identify the various kinds of person, a speaker is male or female, friendly or unfriendly, middle class or working class, bright or dull, politically progressive or conservative, straight or gay, catholic or Baptist, sports-minded or not, able at doing this or that, and many others. We use them to define the various points of view about any issue, or ways of talking when doing particular things, that tend to define and distinguish different groups within a society.

Methodology and procedure

Some factors that influence learning English were discussed. This chapter introduces methodology of the study, tools of the study, population, sample of the study, and reliability and validity. The tools used for collecting the data and the information needed for this study were observation and questionnaire. All the data were analyzed later on statistical and descriptive basis

3.1. The Sample of the Study:

The sample chosen for the study was first year students at Emhemed Ben Ibraheem secondary school. Twenty-five students responded to the questionnaire. They were female, sixteen to seventeen years old.

3.2. Data of the Study:

The questionnaire of this study consists of (9) items. The students were made to choose one answer from three options: Always, Sometimes, or Never.

3.3. Data Analysis and discussion:

The aim of data analysis is to investigate the difficulties encountered by secondary school teachers in using English in the classroom. The following table represents the results of the questionnaire in using language. The positive and negative responses were classified in one table showing the percentage of positive and negative response for each item.

Table 1

Item	Always	Percentage	Sometimes	Percentage	Never	Percentage
1. Do teachers use English when they want one of the students to close the door?	11	44%	14	56%	0	0%
2. Do teachers use English when they want one of the students to clean the blackboard?	5	20%	16	64%	4	16%
3. Do teachers use English when they want the students to close their book?	19	76%	4	16%	2	8%
4. Do teachers use English when they want to check students' attendance?	5	20%	11	44%	9	36%
5. Do teachers use English when they want students to work in pairs or in groups?	3	12%	13	52%	9	36%
6. Do students ask their teacher when they are not able to understand the teacher's instructions?	9	36%	16	64%	0	0%
7. Do students feel upset when the teacher gives them instructions in English?	1	4%	13	52%	11	44%
8. Do teachers use English when they want to explain the meaning of abstract words?	16	64%	8	32%	1	4%

9. Do teachers use body language when they feel that students do not understand them?	11	44%	7	28%	7	28%

The above table illustrates the following results:

In item 1, the number of students who said that their teachers always use English when they want one of the students to close the door was eleven, so the percentage was 44%. The number of students who said that their teachers sometimes use English when they want one of the students to close the door was fourteen, so the percentage was56 %. None of the students said that their teachers never use English when they want one of the students to close the door, so the percentage was 0%.

In item 2, the number of students who said that their teachers always use English when they want one of the students to clean the blackboard was five, so the percentage was 20%. The number of students who said that their teacher sometimes use English when they want one the students to clean the blackboard was sixteen, so the percentage was 46%. The number of students who said that their teachers never use English when they want one of the students to clean the blackboard was four, so the percentage was 16%.

In item 3, nineteen students said that their teachers always use English when they want the students to close their books, so the percentage was 76%. Four students said that their teachers sometime use English when they want the students to close their books, so the percentage was 16%. Only two students said that their teachers never use English when they want the students to close their books, so the percentage was 8%.

In item 4, according to five students, their teachers always use English when they want to check students' presence. This is marked at 20%. In contrast, eleven students said that their teachers sometimes use English when they want to check students' presence, so the percentage was 44%. Meanwhile, nine students said that their teachers never use English when they want to check students' presence, marking the percentage at 36%.

In item 5, teachers always use English when they want the students to work in pairs or in groups. This is according to three students, marking it at 12%. Teachers sometimes use English when they want the students to work in pairs or in-group, said thirteen students, so the percentage was 52%. Nine students claimed that their teachers never use English when they want the student to work in pairs or in groups. This was marked at 36%.

In item 6, only nine students said that they always ask their teacher when they are not able to understand the teacher's instructions. This number garnered 36%. Sixteen students said that they sometimes ask their teacher when they are not able to understand the teacher's instructions, and this number rated 64%. None of the students said that they never ask their teacher when they are not able to understand the teacher's instructions.

In item 7, one student always feels upset when the teacher gives instructions in English. This response was rated 4%.Thirteen students sometimes feel upset when their teacher gives instructions in English, the number garnering 52%. Comparatively,

eleven students never feel upset when their teacher gives them instructions in English, garnering 44%.

In item 8, sixteen students who said that their teachers always used English when they want explain the meaning of abstract words, so this response was rated 64%. Moreover, eight students who said that their teachers sometimes use English when they want to explain the meaning of abstract words, so the percentage was 32%.But only one student who said that their teachers never use English when they want to explain the meaning of abstract words, so the percentage was 4%.

In Item 9, tried to assess students' perception of their teachers' use of body language when they feel that students do not understand them. Eleven students said their teachers always do, interpreted as 44%. Seven students said their teachers sometimes use body language when they feel that students do not understand them, this figure was interpreted as 28%. Likewise, seven students said that their teachers never use body language when they feel that students do not understand them, so the percentage was 28%.

4.0. Conclusion

This study aims to measure the teachers' and students' ability in understanding and using classroom language. This study investigated the definition of classroom language, using L1 in class, aspects of classroom behavior, and perspectives for studying classroom talk. The questionnaire on the sample and students response were also analyzed and presented in a table. We conclude that the results of this study showed that most of Libyan secondary school teachers neglect the usage of classroom language. Using classroom language is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

4.1. Recommendations

After having finished this study, the researchers present the following recommendations:

1. Teachers who are teaching English as a foreign language (EFL) should use simple language in the classroom.
3. EFL teachers should increase use of English in the classroom. Teachers should allow students to use simple English language in the class to encourage their participation.
5. Teachers of English can use the students' first language to practice some grammar elements, but they should not use the students' L1 too much.
6. Teachers of English can also use body language to help in students' comprehension of the lessons.

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Online Resources:

www.betterlanguageteaching.com
www.myenglishpages.com

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