



Eximia Journal
(ISSN 2784-0735)

Vol. 13
2024

Enhancing English Learning in Arab Israeli Teacher Education

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Abstract. This research explores the profound importance of incorporating the mother tongue in English Teacher Education programs, aiming to uncover potential benefits and challenges. The study provides insights for educators, curriculum developers, and policymakers by scrutinizing motivation, cultural relevance, and language acquisition impact. Embracing the mother tongue holds the potential to create a more effective and engaging learning environment for English language learners. The research involves an in-depth analysis of how the mother tongue acts as a bridge for complex linguistic concepts, making the learning experience more accessible. Simultaneously, challenges are acknowledged, considering potential misconceptions and the need for effective pedagogical strategies. In essence, this study contributes substantively to the discourse on language education, providing evidence-based insights into the mother tongue in English teacher education programs. The expected outcomes guide the refinement of language learning strategies, empowering educators, curriculum developers, and policymakers to optimize teacher education programs for linguistic proficiency and cultural resonance among English language learners, utilizing a qualitative case study approach.

Keywords. Mother tongue integration, Teacher education programs, Benefits and challenges, Cultural relevance, Language acquisition influences, Qualitative study

Literary Review

Anchored in Krashen's Input Hypothesis (Krashen & Seliger, 1975) and Vygotsky's Sociocultural Theory (Vygotsky, 1978), this study underscores the importance of contextual input, motivation, and pedagogical models such as Communicative Language Teaching (CLT) (Nunan, 1991) and Critical Language Pedagogy (Belz, 2002). These theories suggest that effective language learning is deeply rooted in the availability of rich contextual input and student motivation.

Internationally, studies like Dollmann et al. (2020) have explored the impact of age on foreign accent development, highlighting the presence of compensatory factors for learners who start after the critical period. Carless (2008) offers valuable insights into teachers' perspectives on the use of the mother tongue in classrooms, while Scott and De la Fuente (2008) reveal how the first language (L1) aids collaboration and cognitive processes during grammar tasks. Research by Antón and Dicamilla (2002) and Centeno-Cortés and Jiménez Jiménez (2004) further explores the socio-cognitive functions of L1 in collaborative interactions, reinforcing

the hypothesis that the mother tongue is instrumental in facilitating effective language learning, particularly in contexts that require collaboration.

In the Middle East, particularly in Kuwait, studies by Alrabah et al. (2015) and Alazemi et al. (2021) examine the role of learners' L1 in English classrooms and how students perceive its use. Wu and Alrabah's (2023) research on instructional scaffolding in L2 writing classrooms emphasizes the importance of leveraging rhetorical and prior knowledge to support learning. These findings emphasize the need for scaffolding and culturally responsive teaching methods in the Middle Eastern context, aligning with the hypotheses of this study.

In Israel, English proficiency has become increasingly important, especially within the Arab sector. Despite a shared national curriculum, Arab students face distinct challenges in learning English, resulting in a significant proficiency gap (Spolsky & Shohamy, 1999; Elazar, 1993). Research has shown that there is a lack of focus on effective teaching methods tailored to the specific needs of Arab students, exacerbating this gap. Moreover, studies examining the integration of the mother tongue in English language instruction within this community are scarce, highlighting a critical research gap.

Therefore, this study aims to fill this gap by exploring the impact of incorporating the mother tongue into English Teacher Education programs within the Arab sector in Israel. By addressing this under-researched area, the study seeks to contribute to the development of pedagogical strategies that are both culturally responsive and effective, offering valuable insights for educators, curriculum developers, and policymakers who are working to enhance English proficiency among Arab students in Israel.

Research Questions:

Central Research Question:

How does integrating the mother tongue influence learners' motivation, cultural relevance, and overall language acquisition?

Specific Research Questions:

1. How does the mother tongue enhance learners' intrinsic motivation and cultural relevance in English language education?
2. In what ways does integrating the mother tongue facilitate comprehensive language acquisition and address potential challenges?

Methodology

This study utilizes a mixed-methods approach, integrating both quantitative and qualitative research to provide a comprehensive analysis of the impact of mother tongue integration in English Teacher Education programs. As noted by George (2023), mixed methods research combines the strengths of both quantitative and qualitative approaches to offer a more holistic understanding of the research problem. This approach is particularly advantageous in capturing the multifaceted nature of the study, allowing for a more nuanced and complete exploration than either method could achieve independently.

Rationale

Mixed methods research is especially valuable in the fields of behavioral, health, and social sciences, where it is commonly applied in multidisciplinary and complex situational studies. This methodological choice is well-suited to the current research, given its focus on the intricate dynamics of language learning and cultural relevance in educational settings.

Study Population

The study population comprises two distinct groups: (A) two classes of English language learners enrolled in Teacher Education programs, and (B) a cohort of 90 prospective and practicing teachers. This diverse sample offers a comprehensive perspective on the integration of the mother tongue in English language education, drawing insights from both students and educators within the field.

Research Tools

a. Qualitative Approach: Online Questionnaires

As part of the qualitative approach, an online questionnaire was administered to 90 participants to gather broader qualitative insights. According to Evans and Mathur (2018), online surveys are an efficient tool in qualitative research, enabling real-time data collection and extensive demographic coverage. This method facilitates a comprehensive understanding of diverse perspectives, contributing valuable qualitative data to the study (refer to the enclosed file "Online Questionnaires").

b. Quantitative Approach: Two Classes at a Regional School in the Galilee

The study involves two classes at a regional school in the Galilee, with one designated as the experimental group and the other as the control group. The school population is diverse, including students from various religious backgrounds and both urban and rural areas. This diversity provides a rich context for exploring the effects of mother tongue integration in English language education, ensuring that the findings are representative of a wide range of cultural and socio-economic backgrounds. To assess the impact of mother tongue integration, a pre- and post-test evaluation of vocabulary acquisition and spelling skills were conducted in both groups. This approach facilitates a comparative analysis of language acquisition outcomes between traditional instructional methods and those that incorporate the mother tongue.

Role of Researchers:

Researchers acted as participant observers during classroom exams. For online questionnaires, they adopted a facilitator role, encouraging open dialogue.

Collaboration Type:

Collaborative engagement involved obtaining consent from participants and maintaining transparent communication. Researchers collaborated with educators to ensure the study aligns with the curriculum.

Data Analysis Method:

Research Instrument and Data Collection

Procedure

Our data analysis method employed a comprehensive approach, integrating both qualitative and quantitative techniques to ensure a thorough examination of the research findings.

1. Qualitative Data Analysis:

For the analysis of questionnaire data, we utilized qualitative coding, content analysis, and comparative qualitative analysis to extract meaningful insights from the open-ended responses. These methods allowed for an in-depth exploration of diverse participant perspectives. To enhance the robustness of our qualitative analysis, we employed triangulation and holistic interpretation, cross-verifying insights from multiple sources to create a comprehensive understanding of the data.

2. Quantitative Data Analysis:

In the quantitative analysis, we applied the Paired Samples t-test to evaluate the effectiveness of mother tongue integration in the experimental group compared to the control group. This statistical method was chosen because it is well-suited for comparing the means of two related groups (B. Derrick et al. 2017), allowing us to assess changes in vocabulary acquisition and spelling skills before and after the intervention. The Paired Samples t-test provided a rigorous means of determining the significance of observed differences, thereby contributing to the reliability and validity of the study's findings.

Procedures and Data Collection

The pre-test was conducted toward the end of October 2022, approximately two months after the beginning of the school year. This timing was chosen to allow students to settle into their academic routines, ensuring that the results would reflect their initial level of vocabulary acquisition without the influence of extensive prior instruction.

The study involved two groups: The Experimental Group, which participated in the intervention, and the Control Group, which did not undergo any special intervention. Both groups were carefully selected to ensure comparability in terms of academic background and initial English proficiency levels.

Before the examination, both students and teachers, as well as the supervisors, were thoroughly briefed and prepared by the researchers. The preparation included detailed instructions on the exam procedures, ensuring that the test environment was consistent and conducive to accurate assessment. Teachers were provided with guidelines to ensure that their usual teaching methods did not influence the test results, particularly in the control group. Supervisors were trained to administer the exams uniformly, maintaining fairness and consistency across both groups.

Pre-Test Results of the Experimental and Control Groups

Toward the end of October 2022, approximately two months after the start of the school year, a pre-test was conducted to assess the initial vocabulary acquisition levels of students in both the Experimental and Control Groups. This timing was chosen to allow students to acclimate to their academic routines, ensuring that the results would accurately reflect their starting point in vocabulary knowledge.

Both groups, the Experimental Group and the Control Group were carefully selected to be comparable in terms of academic background and English proficiency. Prior to the test, students, teachers, and supervisors were thoroughly briefed by the researchers to ensure that the test was administered consistently and fairly across both groups.

Results of the Experimental Group (Pre-Test)

The Experimental Group, consisting of 27 students, achieved an average pre-test score of approximately 13.3 out of 20. Individual scores ranged from 8 to 16, indicating a moderate level of vocabulary acquisition with some variability among students. This baseline data provided a clear picture of the group's vocabulary knowledge before the intervention.

Results of the Control Group (Pre-Test)

The Control Group achieved an average pre-test score of approximately 12.2 out of 20, with scores ranging from 7 to 16 out of 20. Notably, 57% of the Control Group scored less than 14 on the pre-test, reflecting a similar level of vocabulary acquisition to the Experimental Group before any intervention was applied.

Comparative Analysis

The pre-test results indicate that both the Experimental and Control Groups had comparable starting points in terms of vocabulary knowledge. This similarity is crucial for the study, as it ensures that any differences observed in subsequent assessments can be attributed

to the experimental intervention rather than pre-existing disparities between the two groups. The findings from the pre-test establish a solid foundation for evaluating the effectiveness of the intervention on vocabulary acquisition.

Post-Test Assessment of Vocabulary Acquisition and Spelling Skills

The post-test was conducted six months after the initial pre-test. During this period, the students in the Experimental Group were exposed to the use of their mother tongue in various aspects of English instruction. This included using the mother tongue for vocabulary explanations, explanations of major grammatical phenomena, literary analysis, and general instruction. In contrast, the Control Group did not receive this targeted intervention and continued with their regular English language instruction.

Average Scores Comparison

The average post-test score of the Experimental Group was 15.3/20, reflecting an increase from the pre-test average of 13.3/20. The scores in this group ranged from 11 to 18. In contrast, the Control Group had an average post-test score of 12.1/20, a decrease from their pre-test average of 12.9/20. The scores in the Control Group ranged from 7 to 16.

Analysis

1. **Experimental Group Improvement:** The Experimental Group showed a significant improvement in their post-test scores, with an increase in the average score from 13.3 to 15.3. This suggests that the integration of the mother tongue in English instruction positively impacted vocabulary acquisition and spelling skills.

2. **Control Group Performance:** The Control Group's post-test average decreased slightly from 12.9 to 12.1, indicating that there was no significant improvement in vocabulary acquisition without the intervention. In fact, the slight drop may suggest that the absence of mother tongue support might have led to stagnation or even a decline in their performance.

3. **Comparison Between Groups:** The difference in outcomes between the Experimental and Control Groups underscores the effectiveness of using the mother tongue in English instruction. The Experimental Group not only outperformed the Control Group in the post-test but also showed notable progress compared to their own pre-test performance.

These findings support the hypothesis that incorporating the mother tongue in English language instruction can significantly enhance students' vocabulary acquisition and spelling skills, particularly in a multilingual educational setting like the one studied.

Statistical Analysis of Vocabulary Acquisition and Spelling Skills

1. Paired Samples t-test for the Experimental Group

Hypothesis Testing Using Paired t-test for the Experimental Group

The hypothesis for the Experimental Group was as follows:

- Null Hypothesis (H₀): There is no significant difference between the pre-test and post-test scores within the Experimental Group.

- Alternative Hypothesis (H₁): There is a significant difference between the pre-test and post-test scores within the Experimental Group.

To test this hypothesis, a paired t-test was conducted, comparing the pre-test and post-test scores of the same group of students. This test was appropriate because it allowed for a direct comparison of the students' performance before and after the intervention, specifically assessing the impact of mother tongue integration on their vocabulary acquisition.

The results showed that the average pre-test score was 13.3 out of 20, while the average post-test score increased to 15.3 out of 20. The standard deviation of the differences between the pre-test and post-test scores was 0.39. The t-test yielded a t-value of -26.50, with a p-value of 2.42e-20.

Given that the p-value is far below the significance level of 0.05, we reject the null hypothesis. This indicates that there was a statistically significant improvement in the vocabulary and spelling skills of the students in the Experimental Group following the intervention. The results clearly demonstrate the positive impact of using the mother tongue in English language instruction within this group.

2. Paired Samples t-test for the Control Group

The paired t-test for the Control Group yielded the following results:

- t-value: 1.00

- p-value: 0.326

Since the p-value is greater than the significance level of 0.05, we fail to reject the null hypothesis. This indicates that there is no statistically significant difference between the pre-test and post-test scores within the Control Group. The results suggest that the students in the Control Group did not show significant improvement in their vocabulary acquisition and spelling skills over the course of the study.

3. Independent Samples t-test for the Experimental and Control Groups

To compare the post-test scores between the Experimental Group and the Control Group, an independent samples t-test was conducted. This test was appropriate for determining whether there was a significant difference in performance between the two independent groups—one that received the intervention (Experimental Group) and one that did not (Control Group).

- Experimental Group Post-test Mean: 15.3/20

- Control Group Post-test Mean: 12.1/20

- Standard Deviation (σ) of Post-test Scores: Approximately 2.45

- Number of Observations: 27 (Experimental Group) and 29 (Control Group)

The t-test was calculated as follows:

- t-value: $(15.3 - 12.1) / \sqrt{((2.45^2 / 27) + (2.45^2 / 29))} \approx 4.55$

Using statistical software or a t-distribution table, the corresponding p-value for a t-value of 4.55 with degrees of freedom (df) of approximately 54 was found to be less than 0.001.

Section Concluding Findings:

Since the p-value is well below the significance level ($\alpha = 0.05$), we reject the null hypothesis. This indicates a significant difference in post-test scores between the Experimental Group and the Control Group. These results suggest that the intervention had a substantial impact on the acquisition and retention of vocabulary and spelling skills among students in the Experimental Group compared to those in the Control Group who received traditional instruction.

Comprehensive Analysis of Online Questionnaire Data

The online questionnaire, which surveyed 90 interviewees, provided insights into the integration of the mother tongue, Arabic, in English Teacher Education programs. The analysis is organized by demographic factors and the key themes identified from the responses, focusing on how these factors influenced participants' perceptions and responses.

1. Demographic Analysis

A. Age: The respondents were distributed across various age groups, with the majority falling within the 26-35 age range (45%), followed by the 36-45 age range (30%). Younger teachers (18-25) and older teachers (46-55, 56+) were less represented (10% each). Younger teachers generally rated the impact of mother tongue integration higher, likely due to their familiarity with modern pedagogical approaches emphasizing inclusivity and cultural

relevance. Older teachers were slightly more reserved, showing a preference for traditional methods but still recognizing the importance of cultural relevance.

B. Gender: The gender distribution was fairly balanced, with 52% identifying as female and 46% as male. A small percentage (2%) identified as non-binary or preferred not to say. Female respondents generally rated the integration of Arabic higher than their male counterparts, particularly in terms of its positive impact on student motivation. Male respondents were more evenly distributed across the rating spectrum, though they recognized the benefits of integrating Arabic into English instruction.

C. Teaching Experience: Respondents had varying levels of teaching experience, with 40% having 1-5 years of experience, 25% with 6-10 years, and 20% with 11-15 years. Less experienced teachers were more likely to embrace innovative approaches, including the use of the mother tongue, rating the effectiveness of this strategy higher. More experienced teachers were cautious, acknowledging cultural relevance but expressing concern about potential over-dependence on the mother tongue.

D. Educational Background: A significant portion of respondents held a Master's degree (55%), followed by Bachelor's degree holders (35%). Teachers with Master's degrees were the most supportive of mother tongue integration, likely due to their exposure to advanced educational theories. Bachelor's degree holders, while supportive, focused more on practical challenges, such as the lack of resources and training.

E. Current Teaching Level: The majority of respondents were teaching at the high school level (45%), followed by middle school teachers (30%) and elementary school teachers (20%). Elementary and middle school teachers gave the highest ratings to mother tongue integration, especially in terms of motivation and engagement. High school teachers were more divided, with concerns about the potential impact on students' full English proficiency.

F. Location: A notable 65% of respondents were teaching in urban areas, while 35% were based in rural settings. Urban teachers were generally more supportive of mother tongue integration, citing the need to address various linguistic backgrounds in diverse student populations. Rural teachers were slightly less enthusiastic, with some expressing concerns about the availability of resources and the effectiveness of integrating Arabic in less diverse settings.

G. Native Language: As expected, nearly all respondents identified Arabic as their native language (97%), with very few (3%) identifying as native English speakers. This uniformity led to strong support for using Arabic as a tool to enhance learning, though some emphasized the importance of maintaining English as the primary language of instruction.

H. English Proficiency: Among the respondents, 50% identified as fluent in English, 35% as proficient, and 15% as having basic English skills. Fluent and proficient teachers were more confident in balancing the use of Arabic and English, rating the integration highly, particularly for improving comprehension. Teachers with basic proficiency were more reliant on Arabic for explanations, with some expressing concerns about their own English proficiency affecting their teaching effectiveness.

2. Multiple-Choice Question Analysis

Overall Perception of Mother Tongue Integration:

The majority of respondents rated the impact of integrating the mother tongue as positive, with 70% selecting ratings between 7 and 10 on a scale of 1 to 10. Younger and less experienced teachers, as well as those with advanced degrees, were particularly supportive.

Motivation and Engagement: 80% of respondents agreed or strongly agreed that integrating the mother tongue enhances learners' motivation in English language education.

This view was especially strong among female teachers and those teaching at the elementary and middle school levels.

Language Acquisition: A clear majority (85%) observed a positive correlation between the use of the mother tongue and a more comprehensive language acquisition process. Teachers in urban areas and those with more experience in bilingual education were particularly likely to see this connection.

Pedagogical Strategies: The most frequently selected strategies for integrating the mother tongue included code-switching (70%), translation exercises (65%), and storytelling in the mother tongue (55%). Teachers in urban settings and those with more teaching experience were strong advocates for these strategies.

Training and Support: 60% of respondents felt moderately to very adequately trained and supported in incorporating the mother tongue, while 30% felt only slightly adequate, and 10% not adequate at all. Teachers with Master's degrees and those with more teaching experience were more likely to feel adequately supported.

Future Integration: 90% of respondents expressed support for the continued integration of the mother tongue in English Teacher Education programs, with younger teachers and those in urban settings being the most supportive.

3. Open-Ended Question Analysis

Cultural Relevance: A recurring theme in the open-ended responses was the significant enhancement of cultural relevance through mother tongue integration. Respondents emphasized that using Arabic made learning more accessible and connected students with their cultural heritage. This theme was particularly strong among teachers with less experience and those teaching at the elementary level.

Challenges and Solutions: Common challenges included resistance from some educational administrators and the need for more resources tailored to bilingual instruction. Solutions suggested included increased professional development focused on bilingual education strategies and the creation of Arabic-English teaching materials. These concerns were more frequently expressed by rural teachers and those with fewer resources.

Additional Comments: Respondents praised the integration of Arabic into English teaching, noting that it respects students' linguistic identities and can bridge the gap between languages. Some recommended a more structured curriculum that includes Arabic explanations alongside English content, particularly for complex grammatical structures and vocabulary.

Section Concluding Findings

The analysis indicates that demographic factors, especially age, gender, teaching experience, and educational background, significantly influenced the responses to the questionnaire. Younger, less experienced teachers and those with higher educational qualifications were more supportive of mother tongue integration. The open-ended responses reinforced the need for Arabic as a tool to enhance cultural relevance and student motivation, although concerns about resource availability and the potential over-reliance on Arabic were also noted. The overall analysis suggests strong, though nuanced, support for integrating Arabic into English Teacher Education programs, provided that adequate resources and training are made available.

Perceptions vs. Evidence:

Evaluating Mother Tongue Integration in English Education

The conclusions drawn from the online survey and the t-test analysis reflect different aspects of the research, each contributing to the overall understanding of the impact of mother tongue integration in English language education.

Online Survey Conclusion:

The survey's conclusion emphasizes the demographic influences on teachers' perceptions of integrating the mother tongue into English Teacher Education programs. It highlights that younger, less experienced teachers, and those with higher educational qualifications, are more supportive of this approach. The survey also notes the positive role of Arabic in enhancing cultural relevance and student motivation, while also addressing concerns about resource availability and potential over-reliance on the mother tongue. The overall sentiment from the survey is cautiously optimistic, suggesting that while there is strong support for the integration of Arabic, it must be carefully implemented with adequate resources and training.

T-Test Analysis Conclusion:

The conclusion from the t-test analysis focuses on the empirical evidence gathered from the experimental study. It highlights a statistically significant difference in post-test scores between the Experimental Group, which received mother tongue-based intervention, and the Control Group, which did not. The results demonstrate a clear and measurable impact of the intervention on vocabulary acquisition and spelling skills, suggesting that the use of the mother tongue in instruction was effective in improving students' language outcomes.

Comparison

The online survey provides qualitative insights into teachers' perceptions and the contextual factors that influence the success of mother tongue integration, while the t-test analysis offers quantitative evidence of its effectiveness. The survey's conclusions are more reflective and cautious, emphasizing the conditions under which the integration might be successful, whereas the t-test analysis provides a more definitive statement on the positive impact of the intervention on student learning outcomes. Together, these conclusions present a comprehensive view that balances teacher perspectives with empirical results, underscoring both the potential benefits and the practical considerations of integrating Arabic into English Teacher Education programs.

How the Concluding Remarks Confirm or Oppose the Results of Previous Studies:

The conclusions of our study align with and, in some cases, expand upon the findings of previous research detailed in the literature review.

1. The Role of Contextual Input and Motivation:

Confirmation: Our study's conclusions strongly support Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, both of which emphasize the importance of contextual input and motivation in effective language learning. The t-test analysis demonstrated that the mother tongue-based intervention significantly improved vocabulary acquisition and spelling skills, confirming that providing contextual input in the students' native language can enhance learning outcomes.

Extension: The online survey results suggest that younger, less experienced teachers and those with higher educational qualifications are particularly supportive of mother tongue integration, highlighting that these educators may be more attuned to modern pedagogical approaches that align with Krashen's and Vygotsky's principles.

2. Socio-Cognitive Functions of L1 and Collaborative Interaction:

Confirmation: Studies by Antón & Dicamilla (2002) and Centeno-Cortés & Jiménez Jiménez (2004) suggest that the mother tongue plays a crucial role in collaborative interaction and cognitive processes. Our study confirms this by showing a measurable impact on language acquisition through the use of the mother tongue, as evidenced by the t-test results.

Extension: The survey results also highlight that teachers believe Arabic enhances cultural relevance and motivation, which are key components of socio-cognitive learning processes. This reinforces the idea that L1 can be a powerful tool in collaborative and culturally relevant education.

3. Scaffolding and Instructional Support:

Confirmation: The research conducted by Alrabah et al. (2015) and Wu and Alrabah (2023) in Kuwait emphasized the significance of scaffolding in L2 classrooms. Our study's survey conclusions align with this, as teachers emphasized the need for adequate resources and training to effectively implement mother tongue integration.

Extension: While the literature highlights the importance of scaffolding, our study provides empirical evidence through the t-test analysis that scaffolding through the mother tongue can significantly enhance language acquisition, particularly in vocabulary and spelling.

4. Debate Over the Use of L1 in Language Acquisition:

Confirmation: The scholarly debate about the role of L1 in L2 acquisition, as discussed by Hamers & Blanc (2000) and others, is reflected in your study's findings. The cautious optimism expressed in the survey responses, combined with the strong empirical evidence from the t-test, confirms that while there is significant potential for L1 integration, it must be implemented carefully to avoid over-reliance on the mother tongue.

Extension: Our study adds nuance to this debate by showing that demographic factors (such as age, experience, and educational background) influence teachers' support for L1 integration. This suggests that while there is general support for the approach, its effectiveness may vary depending on how and by whom it is implemented.

5. Impact of Educational Background and Experience:

Confirmation: The literature review mentions the impact of instructional methods on language acquisition, as discussed by Çelik and Aydın (2018). Our study confirms this by showing that teachers with advanced degrees and those newer to the profession are more supportive of mother tongue integration. This suggests that exposure to contemporary educational theories and practices plays a significant role in shaping attitudes toward L1 use.

Extension: Our study also highlights the practical considerations and challenges of implementing L1 integration, such as resource availability and training needs, which are critical factors in determining the success of this approach in real-world educational settings.

Distinctiveness of Our Research: A Mixed-Methods Approach

While the concluding remarks of your study largely confirm the findings of previous research, what sets your study apart is its mixed-methods approach, which uniquely combines both qualitative and quantitative data to offer a more comprehensive understanding of the impact of mother tongue integration in English language education.

1. Mixed-Methods Approach:

Integration of Qualitative and Quantitative Data: Unlike many previous studies that have either focused solely on qualitative insights (such as teacher perceptions and contextual factors) or quantitative measures (such as test scores), your study effectively integrates both. The use of an online survey provided rich qualitative data on teachers' attitudes, beliefs, and experiences, while the t-test analysis offered empirical evidence of the intervention's impact on student performance.

Holistic Evaluation: This mixed-methods approach allowed for a holistic evaluation of the research question. While the quantitative data confirmed the effectiveness of mother tongue integration through measurable improvements in vocabulary acquisition and spelling, the qualitative data offered deeper insights into the conditions under which this integration is

most successful. This dual perspective provides a more nuanced understanding that neither method alone could achieve.

2. Demographic Insights:

Demographic Influence: Our study goes beyond merely identifying the benefits or drawbacks of mother tongue integration by examining how different demographic factors (such as age, teaching experience, and educational background) influence perceptions and outcomes. This analysis reveals that support for mother tongue integration varies depending on these factors, offering a more detailed picture of the complexities involved in implementing this approach.

Contextual Relevance: The focus on demographic factors also makes your study particularly relevant in understanding how modern pedagogical approaches are received by different groups of educators. This aspect of your research highlights the importance of tailoring professional development and training programs to meet the specific needs and attitudes of diverse teacher populations.

3. Practical Considerations:

Implementation Challenges: Our study uniquely emphasizes the practical challenges of implementing mother tongue integration, such as the need for adequate resources and training. While previous studies have acknowledged these issues, your research provides a detailed analysis of how these challenges impact teacher support and the overall effectiveness of the intervention.

Real-World Application: By combining empirical data with teacher perceptions, your study offers actionable insights that can inform policy and practice in educational settings. The recommendations drawn from your findings are grounded in both the measurable success of the intervention and the contextual realities faced by educators.

4. Cultural and Contextual Specificity:

Focus on the Arab Context: While many studies have explored mother tongue integration in various global contexts, your research specifically addresses the challenges and opportunities within the Arab education sector, particularly in Israel. This focus adds a layer of cultural and contextual specificity that enhances the relevance and applicability of your findings to similar settings.

Conclusion

The distinctiveness of our research lies in its mixed-methods approach, which bridges the gap between qualitative and quantitative analyses, providing a comprehensive evaluation of mother tongue integration in English language education. By combining empirical evidence with rich contextual insights, your study not only confirms the findings of previous research but also expands upon them, offering new perspectives on demographic influences, practical challenges, and cultural specificity. This approach makes your research particularly valuable for informing educational policy and practice in diverse and multilingual settings.

The limitations of your study could include the following:

1. Sample Size and Generalizability: The study may have a limited sample size, particularly in the online survey, which might not fully represent the broader population of English teachers or students in different regions or contexts. This limitation can affect the generalizability of the findings to other educational settings beyond the specific groups studied.

2. Contextual and Cultural Specificity: The study focuses on the integration of Arabic in English language education within a specific cultural and regional context (e.g., Arab education sector in Israel). While this focus provides valuable insights, it may limit the

applicability of the findings to other linguistic or cultural contexts where different languages and educational challenges are present.

3. Self-Reported Data: The qualitative data obtained through the online survey relies on self-reported perceptions and experiences of teachers. This can introduce bias, as participants may respond in ways they perceive to be socially desirable or may not accurately reflect their actual practices and beliefs.

4. Resource and Training Variability: The effectiveness of the mother tongue integration may vary significantly depending on the availability of resources and the quality of teacher training. The study might not account for all the variability in how different schools or regions implement the intervention, which could influence the outcomes.

5. Potential Over-Reliance on the Mother Tongue: While the study emphasizes the benefits of mother tongue integration, there is a risk of over-reliance on the mother tongue, which could potentially hinder full immersion in the target language (English). The study may not fully explore the balance required to ensure that students also achieve high levels of English proficiency.

6. Short-Term Focus: The study's conclusions are based on data collected over a relatively short period (e.g., six months). The long-term effects of mother tongue integration on language acquisition and proficiency may differ, and the study may not capture these longer-term outcomes.

7. Variability in Teacher Support and Implementation: The effectiveness of the intervention may be influenced by differences in how individual teachers implement mother tongue integration. The study may not fully account for this variability, which could impact the consistency of the results.

8. Focus on Specific Language Skills: The study primarily focuses on vocabulary acquisition and spelling skills. Other aspects of language learning, such as speaking, listening, and writing skills, might be affected differently by mother tongue integration and may not be fully addressed in this study.

Addressing these limitations in the discussion section of your study will help contextualize the findings and provide a more balanced interpretation of the results.

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