

## **EXPLORING WHY ARABIC LANGUAGE IS USED IN GRADE 12 ENGLISH LANGUAGE CLASSROOMS IN OMAN FROM THE PERCEPTIONS OF EFL TEACHERS AND STUDENTS**

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### **Abstract**

The debate over whether or not students' first language should be used in English classrooms has been a controversial issue for a long time. In other words, there is an ongoing debate why the first language (L1) is used in English classroom. This pedagogical debate is not only ongoing, but also questionable. A review of the concerned research literature indicates that (L1) is an important teaching tool used in many English foreign language (EFL) classrooms (De La Campa and Nassaji 2009). This study examines the perceptions of advanced English language learners (Grade 12) and EFL teachers toward using (L1) in the English language classrooms in Oman where students and teachers speak the same language (Arabic). However, this qualitative study aims to find out the reasons behind using Arabic in English classrooms and for what purposes and how this use correlates to teachers' perspectives about English language teaching and (L1) inclusion. Data will be collected using focus group, semi-structured interviews and observations. Twelve EFL teachers from six Omani government schools (3 males, 3 females) will constitute the sample of the study. This study will contribute to the body of the knowledge by addressing the determinants that illuminate the use of Arabic in English classrooms. It will further help policy makers, administrators and educators in the educational field by incorporating these factors for intervention programs and EFL curriculum enhancement in the Sultanate of Oman.

**Keywords:** Arabic language, First language (L1), English language (EFL), Grade 12, Oman.

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