

Approaching EFL Literature Via Code-Switching Technique

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1- Introduction :

Manipulating foreign language acquisition methods to achieve a common goal which is, learning and at the same time acquiring English language in a proper way, has been an everlasting objective.

The cognitive - code learning theory has provided a strong argument in favour of translation process. This argument is based on the standpoint that " both the teacher and the students have a common language, i.e. the native language which can be used in an informed, systematic and limited manner". The use of the native language in such a way, Newmark (1981:182:17) discusses, is now looked upon as a factor to better EFL acquisition, rather than as an obstacle as it was seen before.

The use of the native language, Urgese(1989:40:29) mentions, was thought by many theorists to comprise bad habits that the foreign language learner must overcome. But now, they consider it a means to an end. Zikri (1983:27:31) considers translation a medium which involves a careful analysis of the meaning of the source text and so EFL teachers must pay attention to the teaching which incorporates the use of translation. Such teaching requires a great degree of planning, flexibility and classroom organization. If so, students will be aware of translation's potential and translation will help them use it effectively for themselves when appropriate.

1-1.Statement of the problem:

English language learners read a novel in the target language to understand, appreciate and enjoy the text. They also acquire knowledge about the culture and traditions of different people in different countries. Literature also improves the target language by acquiring knowledge about that language. So, students should be urged to read a novel by facilitating the reading process in such a way that helps them go on reading without being disappointed and then having a negative attitude toward literature.

Sticking to the Inspectorate's restrictions on the use of Arabic in EL secondary classes, students of first year, studying literature for the first time, find it difficult when ignoring the meaning of a sentence, a phrase, or even a word within a context. So, teachers have to switch to Arabic most often to save time and effort, but without any previous planning. The value of using Arabic in EFL classes, Seleim(1994:75:24) believes, depends on careful planning and complete awareness of why, when, how, and to what extent Arabic can be used. To her, Arabic, when appropriate, should be used in a planned way to facilitate learning English in the Egyptian schools. Translation is proved to be an effective technique to understand and communicate oral and written English language texts.

Investigating the effect of mixing English and Arabic versus using the two languages separately on EFL listening comprehension, EL-Koumy (1994:7) found that the mother tongue enhances FL listening comprehension when used apart from the foreign language on the sentential level. The use of the mother tongue, to him, is an essential attempt to improve the status quo of English language teaching in Egypt, particularly at initial the stages.

(2)

Code-switching is a supposed technique for employing the mother tongue in our classes. The code-switching processes, Khorsheid (1994:250:15) discusses, provide essential thematic factors and they do not interrupt the sequential construction. They produce complex syntactic patterns which contain the Arabic words that can attain a clearer form of interpretation and originality. Her study has described some properties of code-switching in teaching at local schools where Arabic words combine with English lessons to place focus on the semantic functions. It proves the code-switching advantage of using two languages thus augmenting the expressive domain. It proves also the code-switching complementary role that can be used in the future for setting cross-cultural relations.

So, the present study problem may be crystalized in this question: How effective is the use of code-switching on better interpretation and then comprehension of literature to first year, secondary stage students ?

1.2. Significance of the study:

Employing code-switching as a facilitator for better acquisition of L2 in general, and literature in particular, is an area of research which has scarcely been given explicit attention. The present study draws attention to ways in which Arabic can facilitate the development of language awareness of a common underlying proficiency.

To teachers, there are ways in which Arabic, used in an informed, systematic and limited manner, can facilitate the learning of English. It helps teachers develop teaching techniques and skills, especially, when teaching literature.

To students who are newly preparatory, stage graduates taught by the situational approach through the "Welcome to English" course and who may find it difficult to study literature, code-switching may be an exit of their phobia when reading, appreciating and commenting on the events of a novel.

1.3. Hypotheses:

There are differences in understanding a novel between the experimental group (students with whom code-switching is used) and the control group (students who stick to the English-English explanation and discussion); in favour of the experimental group.

The post test results of the experimental group are better than that of the pre-test results, concerning understanding a novel.

1.4. Definition of terms:

Code-switching:

Khorsheid (1994:247:15) defines it as a verbal technique of linguistic expression where one person makes use of utterances belonging to two distinct languages. The movement, from English to Arabic and vice versa, is carried out within the framework of direct speech where the listeners are able to comprehend both languages. In the field of teaching English as a second language, teachers resort to code-switching for the realization of communicative objectives.

To the present study, code-switching is moving from L2 (English) to L1 (Arabic) for the purpose of thorough understanding of the novel incidents. Understanding is measured by answering comprehension questions and commenting on stated statements correctly.

1.5. The Study Limitations:

The present study is limited to the first five chapters of Alexandre Dumas's "The Count of Monte Cristo". The use of the code-switching technique will be limited to the purpose of interpretation, comprehension and communication of the chosen chapters.

The sample of the study is limited to a group of first year secondary stage students chosen randomly from Zagazig Secondary school for Boys and another from Zagazig Secondary school for Girls

2. Review of literature:

2.1. A cognitive insight into the Interdependency of L1/L2:

To tackle such an issue, it is logical to handle Cummins' model of cognitive ability. It is sometimes called the model of language and underlying cognitive ability, or common underlying ability. It helps underpin the reasonable assumption that skills and concepts, once acquired in one language, are relatively easily transferable to a pupil's performance in another language. According to this model, the common underlying proficiency model of bilingual proficiency with which one may well be already familiar in one language (L1) can be represented more schematically in another language (L2).

To Cummins (1986:5), the dual-iceberg representation of bilingual proficiency consists of surface features of L1 and those of L2. Both are cognitively based on common underlying proficiency. Surface fluency of L1 leads to reflection of this language. The underlying cognitive ability, referred to as (UCA), helps the surface fluency of L2 occur better.

Surface fluency in this model, Johnston (1994:14), is sometimes called BICS (basic interpersonal communication strategies). It is seen as a generally inadequate level of language development, at least for pupils operating within the education system, and for whom more than just a basic competence is envisaged. This basic competence, Stern (1976:26), is the capacity to live with understanding in a bilingual country (or a target language community) and to take up the second (or foreign) language again.

As for the second higher level of competence, as defined by Stern, to be achieved: i.e. "working knowledge" - a useful command of reading, listening to the second (or foreign) language on the radio and of talking to native speaker users of the target language, covering most communicative needs in common contact situations, may be needed.

The third level is the bilingual competence-functioning effectively as a quasi-native speaker of the target language. For these levels to be achieved some degree of what Cummins calls CALP (cognitive academic language proficiency) is required.

Johnstone (1994:14) based on Cummins (1986:5) specifies types of foreign language proficiency as contextualized language with high cognitive demand, referred to as (Y), and decontextualized language with low cognitive demand, referred to as (X). CALP or (Y) type proficiencies normally take many years to develop, or as Johnstone says:

(4)

"It would be counter productive to devote the primary school and early secondary years of foreign language learning exclusively to the short term proficiency levels implied by BICS and (X) type activities. A longer term strategy of progression that sows the seeds of CALP and (Y) from an early stage is also called for."

This strategy of progression will be considerably enhanced if awareness of language and language learning strategies is aimed for in both languages, and optimally, across the curriculum generally. These strategies, O'Malley and Chamot(1990:18) declare, are:

1 - Metacognitive strategies:

These involve thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned. Specific examples are making plans, directing one's attention to what is to be learned, indentifying a problem to be solved, monitoring and evaluating one's own progress and performance.

2 - Cognitive Strategies:

These involve interacting with the material to be learned, manipulating the material mentally, or physically, or appplying a specific technique to a task. Specific examples include taking notes, making summaries, making inferences as to meaning, seeking contact with and enlisting the support of speakers of the language.

3 - Social / affective strategies:

These involve interacting with another person to assist learning, or using affective control to assist a learning task. Specific examples are asking questions for clarification, co-operating with others, talking to oneself or others in order to boost one's confidence.

Commenting on this devison of foreign language learning strategies, Rosemary Douglas (1994:33:6) argues that such strategies are equally appropriate to learning in Arabic and English. In the Egyptian context, it is likely that "discussing" and "drawing attention" to such strategies in English lessons during the first four years or so will be conducted in Arabic or in a mixture of Arabic and English.

To the researcher, although this model is specifically concerned with L1/L2 interdependency, the principles apply equally to foreign language situations. It is useful as a theoretical underpinning in discussion of pupils' language development overall and the relationship between curricular aims for L1, FL and the language communication aspect of other subjects.

2.2. Rationale for Switching to L1:

The L1/L2 interdependency discussed before, may justify the every now and then switching to Arabic to facilitate understanding on the students' part, as follows:

- 1 - It is asserted that switching to L1 stops thinking directly in the foreign language. Atkinson (1987:14:1) explains that language and thinking develop in parallel and so students do not think directly in the foreign language. They have to translate sentences mentally. If they are left unguided, they will map the two languages misleadingly as though English were Arabic in another form. That is why they

(5)

must get used to thinking in the foreign language. This can be done through different forms of switching words far from being an obstacle.

- 2- It is often thought that switching to L1 isn't consistent with the communicative approach. Seliem(1994:79:24) believes that a technique can be used within different methods: it is the method that characterizes the technique, not the other way. Switching to L1 is an active pedagogical tool and can be used communicatively.
- 3 - Vieira(1991:38:30) puts an important piece of knowledge that students after L1 enter the analytic phase, so that analytic exercises, that may require switching to L1, can be used to enrich this analytic phase.
- 4 - Theoretically, Mackey(1978:240:16) puts it, the mother tongue helps pupils to get meaning across in a very short time, saying:

"Some methods teach all meaning through the native language. The reasons for using the native language to get meaning across are that it prevents any misunderstanding, saves time and makes the gradation of the language free from physical demonstration."

Supporting him, Seifeddin(1986:203:23) states:

"Mother tongue is considered the easiest and shortest cut for providing the meanings of words, the most effective device for explaining the intricate structures and making clear contrasts of phonology. It is also an accurate way of giving drill/test instructions. Mother tongue can also serve a communicative pedagogical function in FL classes. In teaching /learning situations, mother tongue can be used so as to help students understand and further FL communication."

- 5 - Pupils inevitably and consciously bring their mother tongue into the FL comprehension process. According to Finocchiaro(1971:7:10):

"We delude ourselves if we think that the student is not translating each new English item into his native tongue when it is first presented to him."

In a similar vein, French(1979:94:11) states:

"The teacher who says: 'I forbid the use of the pupil's own language in my classes: we use nothing but English in the English lessons, is deceiving himself. He has forgotten the one thing he cannot control; what goes on the pupil's mind. He cannot tell whether, or when, his pupils are thinking in their own language. When he meets a new word, the pupil inevitably searches in his mind for the equivalent in his own language. When he finds it he is happy and satisfied; he has a pleasurable feeling of success'."

- 6 - Psychologically, the mother tongue plays a crucial role in FL classroom, as Seifeddin (1986:204:23) puts it:

(6)

"Mother tongue has a vital role to play in diminishing and eliminating the psychological factors that impede FL teaching and learning. It is through mother tongue employing that features like fear of incompetence/mistakes and apprehension regarding languages new and unfamiliar can be removed."

7 - According to Brumfit(1984:2), switching to L1 may be used where students need or benefit from it. This switching creates a supportive atmosphere to communication which makes students eager to speak, particularly when they are safe because they understand the text and there is no ambiguity that may make them reluctant to express themselves in the target language.

From what has been previously discussed, a massive support for switching from L2 to L1 seems to be assessed. However, a solid standardized technique should be employed. Whether, or not, code switching may help in this concern is the researcher's choice for investigation.

2.3. Code-Switching:

2.3.a What is it ?

The term code-switching is composed of two words which are transformed from their original usage to form a new concept that is related to a specific type of linguistic expression. The Encyclopedia Americana(1979:281:8) defines "code" as constructed of words and phrases:

"A code is essentially an overgrown monoalphabetic substitution, and so no absolute distinction can be made in theory between codes and cipher. In practice, however, the difference is quite marked: the code list is very much longer and consists almost entirely of words and phrases. Probably the most penetrating and useful definition is that code respects linguistic entities."

The definition in the Encyclopedia Britannica(1971:846:9) is given under the term "code system".

"Basically, a code system is merely a type of substitution system in which the textual units that cryptographic treatment are of varying and unequal lengths. Generally, they are entire words, but often they may be single letters, syllables, numbers or phrases of varying length and sometimes whole sentences."

The referent of "code" changed over the passage of time and, at present, it is so enlarged that it denotes a language structure. "Switching" is a sudden movement and this is added to "code" within the field of linguistics. Because English became a global language used in many societies as a second language, code-switching became an accepted and useful activity of communication.

Code-switching is used in teaching English to Egyptian students. This technique is accepted at present because it has proved its function of adding a linguistic source of information. The possibilities of class interactions are determined by both topics discussed and the persons involved. The teacher is

(7)

committed to the description of the texts, and his speech is based on selected themes that he is to communicate. The items of his teaching activities are based on how he causes students' reactions by interpersonal procedures.

The extent of using Arabic words, phrases or clauses to explain English texts is determined by both the topic of the lesson and its subdivisions. Jacobs and Jackson(1983:15:13) describe the speaker's usage of expressions which do not lead the listeners to the exact referents. In teaching speech, act procedures direct all code interactions. Code-switching is spontaneously constructed in the teacher's descriptive explanation of the original components of the English lessons to denote the exact referents. This frequently coincides with the basic units of the lesson.

Arabic borrowed words are not illustrations or figurative additions: they are exact and precise synonyms. They are inflected to agree with the English subject of the sentence whenever they are predicates or modifiers. A borrowed phrase is able to convey an image in the shortest form where all components of the images are found such as picturesque details, contrasts, variety or referents to each recipient.

2.3.b Its Validity in the Classroom:

The teacher's realization of the students' background information causes the need to draw from a distinct language system. This background information is constructed by units of both Arabic and English. Potter and Wetherell(1987:63:20) stress the importance of the contents of the repertoires of the participants in discourse situations. Arabic items are selected separately while the successive units of the lesson are introduced. Then the textual framework is realized as a construction of successive sentences which are composed of words, phrases and clauses from both languages which are drawn from shared knowledge for the teacher as well as the students.

Background information, Shank(1982:101:25) argues, serves to set the initial pre-teaching activities in teaching English. He describes the dominant topic as constructed in series of utterances and the sequences of speech acts reflect the speaker's information. Hence, the expansions lie within a coherent framework whenever they serve to interpret subdivisions. Whenever the listeners give Arabic meanings to key phrases, interaction is set by the turn taking realities. The associated concepts are immediately clarified by the distinctive selection of informal and familiar Arabic phrases belonging to everyday behavior.

Code-switching creates meaning relations which are set between Arabic lexical items and English syntactic structures. This combination depends on expressive cohesion relationships such as appositives, synonyms and repetitions of textual units. The unique organization of the lessons is characterized by a strongly connected thematic component. The structural sequence has an overall form that allows for the bilingual interpretations.

Implementing code-switching, the choice of Arabic phrases prompts implications from the system of local life situations and combines them to the mental reasoning in the lesson. Thus, comprehension goals are achieved and the teacher gets positive responses from the students.

In class, co-operative activities are based on the contribution of all participants, and the performance of the students result from perceiving the

communicated details of the lesson. Cross-cultural concepts are united under main themes such as those of scientific facts, human values, animal life, environmental situations, etc.

Responding to a questionnaire surveying EFL teachers' opinions about code-switching in classroom, Khorshid (1994:255:15) summarizes them as follows:

The data revealed an interesting collection of personal perceptions and comments. All participants stressed the need for code-switching and the benefits which are gained by the students during class work. Their answers gave very wide range of reasons for using code-switching. The only point of agreement is the ultimate function of comprehending English texts. They expressed interesting and original ideas, some of which are:

- 1 - code-switching saves time and thus all the syllabus can be covered by the end of the school year. That is because it makes the thematic components more explicit during a shorter time than using English only.
- 2 - Code-switching relates to important words in reading the lesson, not a translation of word by word. That is because the act of switching serves to place focus on the referents, thus they are remembered by the students and not easily forgotten.
- 3 - Code-switching encourages student interaction and co-operative activities among the students who always welcome it and get a positive response. Moreover, it can always produce a form of excitement that revives the tired students who lose interest as a result of a long school day. That is because code-switchings make the exposition of the lesson easier to follow by the student and thus a better comprehension is reached. The Arabic words make the lesson most interesting and compel the students to participate in the learning activities.
- 4 - Some English words need exact translation. By code-switching an Arabic phrase is selected to convey a visual representation of the English counterpart. The meanings of abstract words are difficult to express except by using the Arabic translation, e.g. sincerity, honesty, friendship, confidence, truth, sacrifice, etc. Also, the names of birds and animals are a problem which can be solved by code-switching. The four directions have to be translated exactly because the confusion that is caused by misunderstanding takes a long time.
- 5 - Arabic words are used when grammatical and structures are explained; i.e. sentence, clause, phrase, subject and object. Here, the usage of Arabic words within English sentences creates bilingual phonological patterns where the insertion combines cross language terms based on the semantic unity. This explains the referential function of Arabic borrowed words when they are placed adjacently to their English counterparts.

Examining these ideas, it can be concluded that each time a teacher makes use of an Arabic word, he is trying to achieve a goal. In class, his attempts to communicate the carefully selected information are added to the students' intention to learn. The inquisitive attitudes of these learners set the pre-requisites for co-operation in the learning-teaching activities. Thus it becomes clear that school students accept the reasoning procedures which they can follow step by step. Their understanding is based on the contents of their own repertoires and this makes unfamiliar topics more difficult to understand than native ones.

2.4 Literature in our schools:

2.4.a. Why ?:

Literature is unabridged fiction, poetry or essay written for an educated audience of native speakers. It represents, Sullivan and Hurley (1982:60:27) mention, life as it really is. So, there is a logical reason to include literature in the secondary curriculum to teach language as well as culture. Teaching culture through literary materials enhances an awareness that each language is different from another language as far as it is the product of a specific culture.

Studying literature, Sullivan and Hurly argue, encourages learners to build up knowledge of target cultures, in terms of cultures values, attitudes and behaviours. It also helps learners, Pilbean (1992:16:19) discusses, build an understanding of widely used and well researched frameworks to help them better understand and appreciate different values, attitudes and behaviour.

Literature, Rafae(1994:127:22) argues, helps our students form ideas, appreciate the work of art and discuss the novelist or the playwright's motives and viewpoints which are all mere examples of real life situations. This may lead to a comprehensive critical understanding of the world around them.

Literature, Qudah(1994:61:21) explains, is language in use and therefore not separable from language. But it involves more than language: meaning beyond language, the appreciation and enjoyment of literature. To him, literature provides the students with an abundance of examples of the subtle and complex uses of grammar and vocabulary of English, and develops a better feel among them for the language and improves their overall proficiency in it through reading literature; and therefore, literature can be used effectively to produce language consciousness.

It is a fact, Brumfit(1985:90:3) discusses, that English is used at its idiomatic best and most effectively in literature, and massive exposure to literature can compensate for the deficiencies of the linguistic approach in the areas of grammar, vocabulary and syntax and can enhance the students' competence in English. It is only through continued contact with writing aimed at native speakers that non-native students can acquire the connotations of the words used.

2.4.b The Teacher's Role:

The literary text enables the student to look at the world in new ways and to find significance in things that before appeared commonplace, because the literary man, by using his imagination creates a special kind of reality and uses language in a special way. That is the reason why it is often impossible to express the message literary language conveys in any other way. So, students have to be taught that they can enter the writer's imagined world only by this means, because even when a literary text is about objectively real people and places, the writer treats them in all imaginative way, and he makes use of the language to create the desired illusion.

Qudah(1994:21) summarizes some of the teacher's duties when conducting a literary work:

- 1- The symbolic and ironical uses of the literary language often go unnoticed if the teacher does not draw the students' attention to them: the symbolic, because the surface meaning is easily understood and the student often fails to look beyond it.

and the ironical, because the student accepts the surface meaning instead of rejecting it in favour of a contrary meaning.

- 2 - It is the teacher's duty to provide information about the writer's attitude toward his work and about the conventions underlying the work. Students need guidance even with contemporary works of literature.
- 3 - The teacher's ultimate aim is not to teach specific books but to provide students with attitudes and abilities relevant to reading of literary texts. Once the student has acquired the means of entering the writer's imagined world, the universality of themes, the significance of the experiences recounted, and the relevance to the student's own life of the ideas, events, and emotions dealt with in the work will inevitably arouse his interest and motivate him.
- 4 - To develop literary awareness, the teacher should guide students in generalising from the given text, in exploring relationships between literary text and every-day life and between types of literary texts.

The 1994-95 directions to the secondary stage teachers when conducting a novel class clarify the recommended procedures. Novels, according to the Ministry directions, are to be dealt with extensively, not intensively. This implies that students should do the reading themselves. Class time is to be devoted wholly to the discussion of the reading assignments. To facilitate the reading assignments for students, it is strongly recommended to give them pre-reading tasks. Such tasks can include comprehension questions (whether open-ended or multiple-choice ones), completion items, vocabulary and structures, etc. The teacher's main role is to act as a guide or facilitator. In other words, the teacher is no longer regarded as the main source of information and the students should be held responsible for providing answers to the task(s) given, thus giving students every possible opportunity to participate actively in learning. Furthermore, teachers can give some help with the most significant / difficult vocabulary items which students will encounter. (32).

3 . The Study Tools

3.1. The Opinionaire:

3.1.a. Purpose and Description:

It is designed to survey the inspectors', directors', and senior teachers' opinions concerning the use of code-switching technique in the classroom. It consists of two main parts: the first part surveys their opinions about the general functions of the technique and consists of seventeen items. The second part surveys their opinions about its function when applied to the teaching of literature and consists of five items. The whole opinionaire consists of twenty-two items. See appendix(1)

3.1.b. Validity and Reliability:

The whole items are derived from the relevant literature. However, they were submitted to a group of professionals in Zagazig Faculty of Education and Faculty of Arts. They approved their validity after adding, modifying and excluding some items.

For reliability, the split-halves procedure was used, where the opinionaire items were divided into two equal halves: one including the odd items and the other including the even ones. The Spearman-Brown equation was used after calculating

(11)

the marks of each half, to estimate reliability. The reliability coefficient of the opinionaire was found to be 81.9.

This is considered reliable as explained by Tuckman(1972:35:28).

3.1.c Administration and Findings:

It was then administered to fifteen directors and teachers in Zagazig. As the responses of the opinionaire were three, the importance mean was computed for each item through this formula:

$$IM = \frac{N_1 \times 3 + N_2 \times 2 + N_3 \times 1}{N_1 + N_2 + N_3}$$

Where :

$$N_1 + N_2 + N_3 = N \quad IM = \text{The importance mean}$$

The items were then rewritten according to the degree of importance as follows:

(Table 1)

O.OR.	Item	IM
	I- Code-switching technique generally serves these functions:	
1	It facilitates comprehension, thus the teacher gets the students' positive responses	3.00
2	It conveys the meaning in the shortest time, thus it saves the teacher's time.	3.00
5	It eliminates misunderstanding.	3.00
7	It removes the low level students' anxiety of incompetence and mistakes.	3.00
8	It creates meaning relations between Arabic lexical items and the English ones.	3.00
11	It facilitates the meaning of some kind of words: i.e. a - Abstract words (loyalty-friendship-confidence ... etc.) b - The names of living creatures (animals-birds-plants-insects ... etc.) c - The four directions and the other sub-ones.	3.00
13	It practically supports the scientific facts that: a - Students don't think in the foreign language but in their mother tongue. b - Students are satisfied when finding the Arabic equivalent of the new phrase, expression or word.	3.00
17	It gives the students the chance to draw comparisons between his L1 and L2.	3.00
3	It enhances the students' interaction and cooperation.	2.90
4	It motivates the di-interested students.	2.90
9	It serves to place focus on the referents.	2.90
12	It creates bilingual phonological patterns.	2.90
16	It serves a communicative pedagogical function in FL classes.	2.90
6	It diminishes the psychological factors that impede FL teaching.	2.75
10	It makes the exposition of the lesson easier for the students to follow.	2.75
14	It is a device for explaining the intricate structures and contrasts of phonology.	2.75

15	It is an accurate way of giving drill / test instructions.	2.75
	If Added to the previously mentioned functions, code-switching serves these functions when applied to the teaching of literature:	
19	It facilitates the understanding of the symbolic and ironical uses of the literary language.	3.00
18	It enhances the linguistic ability needed in literary appreciation.	2.90
20	It is an assistant factor in discussing the reader's interpretation of the piece of work.	2.90
21	It facilitates the entry to the writer's imagined world.	2.90
22	It helps to relate the students' own life of ideas, events and emotions to the studied piece of work.	2.90

The importance degree of the code-switching functions.

O.O.R. is the opinionaire order.

I.M. is the importance order.

The "Agree" field was given(3). The "To some extent" field was given(2) and the "disagree" field was given(1). Using the previous formula, the importance means ranged from (3.00) to (2.75). If the importance mean is (3.00 - 2.50). Guilford (1985:63:12) discusses, the measured item is therefore important. So, all the opinions, mentioned in this opinionaire are important with different levels, the least (IM) being (2.75). If it is (2.49 - 2.00), it is less important. If it is (2.00) and less, it is not important.

3.2. The Pre-Post Test

3.2.a. Description :

It is designed for the first year, secondary stage students. The first five chapters of "The count of Monte Cristo" are the core of questions. It consists of two main questions. The first one measures the students' comprehension, the same as they were trained to communicatively through the study unit. It consists of ten sub-questions, two for a chapter. Ten marks are devoted to this question, a mark for each sub-question. It is to be noted that these questions require short quick taking answers. The second question measures the students' cognitive ability to recall incidents and give short comments on given quotations of only one sentence correctly and coherently. It consists of five sub-questions, one for a chapter. Two marks for each, so the whole question is for ten marks. The whole test is for twenty marks. Students were required to answer it within two hours. See appendix(2).

3.2.b. Validity and Reliability:

It was submitted to a group of jury members: staff-members and specialists in the Inspectorate. Modifying some questions, they after that confirmed its validity.

The test-retest technique was adopted for the reliability purpose. It was administered to a group of 10 students. Fifteen days later, it was re-administered to the same students. The following formula was used to compute the testees' scores of both applications to get the reliability coefficient:

$$RAA = \frac{2R}{1+R}$$

RAA = Reliability coefficient

R= Correlation coefficient

The resulting coefficient of stability was found to be high enough (0.91). The intrinsic validity of the test, Clinton (1967:174) explains, could be realized by using the square root formula of the reliability coefficient as follows:

$$V = \sqrt{RAA} \quad V = \text{the intrinsic validity of the test}$$

the intrinsic validity was found to be (0.90). So, the test is, henceforth, both valid and reliable.

3.2.c. Administration :

In January 94, seventy students were pre-tested. Ten students didn't complete the test. So, the rest were randomly divided into two groups. The first was experimental group which was trained to the study unit (the code - switching technique). The second group was a control group which wasn't. Both groups were post tested in Feb. 94. Their scores were statistically treated.

3.2.d. Data Analysis :

Having the raw scores of the students in both applications (pre- & post), the mean and the standard deviation for each group were computed.

First : Comparing the pre-test results of both groups.

Table (2)

Item	Experimental 1	control 2
N.	30	30
Mean (\bar{X})	8.7	8.6
Standard Deviation (S.D.)	1.41	1.22
t	0.38 (where t is significant at 0.01)	

Comparing the pre-test results of both groups.

T- test was used with the data obtained using this formula :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S.D_1^2 + S.D_2^2}{N - 1}}}$$

"t" was found (0.38) which indicates that both groups were of the same level. No difference was in the performance between the two groups.

Second: Comparing the pre and post-test results of both groups.

This formula was used :

$$t = \frac{\bar{X}_d}{\sqrt{\frac{\sum Dd^2}{n(n-1)}}}$$

Table (3)

Item	Experimental		Control	
	Pre (30)	Post (30)	Pre (30)	Post (30)
\bar{X}	8.7	16.2	8.6	10.06
S.D	1.41	1.53	1.22	1.06
t	29.64		2.09	

Results of comparing pre-and post results of both the experimental and control groups.

(14)

Comparing the results of the pre and post administrations, (t) was found (29.64) with the experimental and (2.09) with the control group. This indicates the significance, i.e. comprehension and therefore achievement with the experimental group.

Third: Comparing the post results of both groups.

Table (4)

Item	Experimental 30	Control 30
X	16.20	10.06
S.D	1.53	1.06
t	18.11	(t is significant at 0.01)

Comparing the post results of both groups.

The same formula, used to compare the pre-results, was used to compare the post results of both groups. It has been found that "t" is (18.11) which indicates the significant difference between the post level of both groups in favour of the experimental group. This emphasizes the previous result and can be ascribed to the used technique. (El-Bahi : 1978:33)

3.2.e. Results:

- 1 - There are significant differences in understanding a piece of literary work (novel) between the experimental group (students with whom code-switching technique is used) and the control group (students who stick to the English / English explanation and discussion) in favour of the experimental group.
- 2 - The post-test results of the experimental group are far better than that of the pre-results, which can be ascribed to the technique used in discussion which leads to understanding and achievement.

3.3. The Study Unit.

3.3.a. Objectives:

The overall objective:

Students are to read and comprehend the first five chapters of the "Count of Monte Cristo". They are to answer comprehension questions and comment on stated statements on these chapters.

Sub-objectives: Students are to:

- 1 - Form a general idea about the story. (introduction)
- 2 - Form an idea about the main characters and the beginning of incidents.(chapter one)
- 3 - Know about the development of events and about a new character; Caderouse. (Chapter two)
- 4 - Know about the plot: i.e. the false but deadly charge planned for Dantes. (Chapter three).
- 5 - Be introduced to new characters; Villefort the judge and Nortier, together with a following incident; back to prison. (Chapter four).
- 6 - Deduce the result of the judge's trick against Dantes, the life-imprisonment. (Chapter five).

3.3.b Description and Procedure:

The study unite handles the first five chapters of Alexandre Dumas' "The Count of Monte Cristo". Each chapter is given a simple summary which is discussed orally with the students. Switching to L1 is used in this discussion. Sometimes Switching from L2 to L2 ,with very familiar words to students, is used.

Summaries were discussed with the students twice. The first time aimed at giving an idea about the chapter incidents for the preparation purpose after which the students were asked to read the original chapter at home. They were permitted to consult a dictionary for ease and comprehension. The second time aimed at introducing the chapter before explanation.

After each summary, comprehension questions are supplied. These questions together with their answers written on a chart on the blackboard, were after that discussed communicatively by pairs of students. Switching to L1 took place whenever it is required: i.e. misunderstanding of some questions or some words.

After being quite sure that comprehension took place on the students' part, "comment" questions follow to measure the students' cognitive ability to recall and retell incidents. Being a bit linguistically confused, students were helped by the researcher. Switching to L1 helped much in this concern. For a thorough commentary on a quotation, four aspects were identified, viz:

- a - Who is the speaker ? b- who is he talking to ?
- c -Where and when were the words said ? (the setting and on what occasion)
- d - The significance of the quotation in relation to incidents, characters, plot and theme.

Additional exercises, consisting of comprehension questions requiring quick taking answers and "comment" questions, follow these training questions . These were assigned as a homework. It is to be noted that the training covered seven weeks: the first for pre-testing and introduction, five weeks for discussing the five chapters and the last for the post testing. See appendix (3) .

4- Conclusions and recommendations.

4.1- Conclusions:

- 1- Code-switching is used as an effective technique to understand and communicate oral and written English language texts. Varied activities and techniques that compare the similarities and differences in both the Arabic and English languages and cultures are used to facilitate learning English in our schools.
- 2- Switching to Arabic in such a limited way, did not eliminate the opportunity for the students to receive enough exposure to English and operate it.
- 3- Varied activities and techniques that compare the similarities and differences in both Arabic and English languages and cultures are to be used to facilitate learning English in the Egyptian schools.
- 4- Literature is only one of the sources for promoting language learning, and in order for a literature course to be maximally beneficial, it should be conducted in such a way that it becomes neither a language course for practical skills nor a pure literature course with a view to a specialization in literature; it should serve to develop both literary awareness and language competence.

(16)

- 5- Literature is useful to ESL students as it helps them in developing their linguistic knowledge. It motivates them to interact with texts which usually leads to reading proficiency, and serves as a good means of understanding a given society's culture and possibly their creation of their imaginative works.
- 6- The teacher's performance can always be improved by his efforts to produce analogies using resources from Arabic language to motivate the students to concentrate on their linguistic competence in English.

4.2. Recommendations:

- 1 - Other well planned techniques and activities for employing L1 in the classroom as a facilitator for L2 acquisition with its various branches and aspects need more investigation.
- 2 - Instructional methodology must get benefit from the interdependency of L1 and L2 out of which so many class activities, procedures and techniques can be developed.
- 3 - The study of code-switching must be investigated as an essential technique for describing the influence of one language on another as well as the effects of adopting expressive items to the needs of any special text.
- 4 - Various pedagogical strategies and techniques for better literature learning need investigation ,i.e co-operative learning, as facilitated by pair or group work.

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Appendices Appendix (1)

Dear Colleague,

The following is a list of items derived from different studies that have recommended switching to L1 when appropriate. Each item illustrates one degree of agreement or importance of such switching in such a situation. A three-one scale response (agree - To some extent - Disagree) is in front of each item. Please, check (✓) each item in the column that best keeps pace with your opinion.

I - Code-switching technique generally serves these functions:

- 1 - It facilitates comprehension, thus the teacher gets the students' positive responses.
- 2 - It conveys the meaning in the shortest time, thus it saves the teacher's time.
- 3 - It enhances the students' interaction and cooperation.
- 4 - It motivates the disinterested students.
- 5 - It eliminates misunderstanding.
- 6 - It diminishes and eliminates the psychological factors that impede FL teaching.
- 7 - It removes the low level students' anxiety of incompetence and mistakes.
- 8 - It creates meaning relations between Arabic lexical items and the English ones.
- 9 - It serves to place focus on the referents.
- 10 - It makes the exposition of the lesson easier for the students to follow.
- 11 - It facilitates the meaning of some kind of words: i.e.
 - a - Abstract words (Loyalty - friendship - confidence .. etc).
 - b - The names of living creatures (animals - birds - plants - insects .. etc).
 - c - The four main and sub-directions.
- 12 - It creates bilingual phonological patterns.
- 13 - It practically supports the scientific facts that:

(19)

- a - Students don't think in the foreign language but in their mother tongue.
- b - students are satisfied when finding the Arabic equivalent of the new phrase, expression or word.
- 14 - It is a device for explaining the intricate structures and contrasts of phonology.
- 15 - It is an accurate way of giving drill/test instructions.
- 16 - It serves a communicative pedagogical function in FL classes.
- 17 - It gives the student the chance to draw comparisons between his L1 and L2.
- II - Added to the previously mentioned functions, code-switching serves these functions when applied to the teaching of literature:**
- 18 - It enhances the linguistic ability needed in literary appreciation.
- 19 - It facilitates the understanding of the symbolic and ironical uses of the literary language.
- 20 - It is an assistant factor in discussing the reader's interpretation of the piece of work.
- 21 - It facilitates the entry to the writer's imagined world.
- 22 - It helps to relate the students' own life of ideas, events and emotions to the studied piece of work.

Appendix (2)

The Pre / Post Test

- I - Answer the following questions: (10 X 1 = 10 marks)
- 1 - How did Dantes happen to take command of the Pharaoh ?
- 2 - What did Morrel worry about ?
- 3 - Why was Dantes' visit a surprise to his father ?
- 4 - Who was Caderousse ?
- 5 - Who was Mercedes ?
- 6 - What attitude do you expect Fernand to have towards Dantes ?
- 7 - Why do you think Dantes didn't know the letter handwriting ?
- 8 - Why was it a must for Dantes to meet Marshal Bertrand ?
- 9 - What was decided about Dantes ?
- 10 - Why was he taken underground ?
- II - Comment on the following quotations : (5 x 2 = 10 marks)
- 1 - " A very sad thing had happened, Mr. Morrel. "
- 2 - " What's the matter father ? Aren't you well ? "
- 3 - " I never told you to hope. I have never played with you. "
- 4 - "Bring in the prisoner. "
- 5 - "No. he was put in a room underground. "

I wish you all good luck.

Appendix (3)

The Study Unit

Introduction :

Here students are supposed to form a general idea about the story.

Switching to Arabic words, where necessary, is used to the purpose of interpretation and comprehension.

The Count of Monte Cristo

Le Compte de Monte Cristo, a French novel, was written in 1844 by Alexandre Dumas pere. It is a story of a young marine officer/ *bahhar* / . He was about to begin a happy walk of life / *Mehna, Wazifa* / as a captain of his ship and to marry his beloved. However, a false charge / *Tohma Molaffaka* / sent him down to life imprisonment in a grim chateau / *kalaa Rahiba* / . Fourteen years later, he managed to escape, after he had learnt / *Arefa* / of a vast fortune buried in a cave on the desert island of Mont Cristo. He unearthed the treasure and went back to his long-suffering father/ *saber*/ and loyal / *wafiah*/ beloved.

Chapter One

Here students are supposed to form an idea about the characters and the beginning of the novel incidents.

Summary: The ship comes home

Dantes, the First Officer on the ship Pharaoh, was a young but able / *kader*/ and determined / *tho azimah* / seaman. While the ship was far at sea, the Captain died. Dantes soon replaced him. On the voyage home, he stopped at the island of Elba to deliver a letter to Marshal Bertrand. In fact, that was the last order the departed captain / *Al-kohtan arrahel* / had given him. On the island, Napoleon spoke to Dantes and almost offered / *arada* / to buy the ship. Dantes had no idea that his visit to the island, his carrying a letter to Marshal and his meeting with Nap. might get him into trouble / *mashakell*.

He sailed the Pharaoh home to Marseilles, with her cargo whole / *homolah kamlah* / and safe. He met Morrel, the ship-owner and explained / *sharaha* / what had happened. Morrel was sorry for the death of the Captain, but he was a man of facts / *wakei* /. He was satisfied with what Dantes had done.

Danglars, another important person on the Pharaoh who worked for Morrel, did all the buying and selling. He was an unlikeable person / *la yonken teheboh*/. Once he had a quarrel / *khelaff* / with Dantes and ever since he used to dislike Dantes. Danglars tried to fire Morrel into anger with Dantes, but Morrel found out that Dantes had been in the right / *'ala hakl*.

Morrel invited Dantes to dinner but Dantes apologized because he wanted to visit his father first and his beloved second. Dantes was a good son and a true lover. Morrel allowed Dantes a fourteen days' Leave / *agazah* / but told him to be back in a month to take over as the Captain of the Pharaoh. While Dantes could jump for joy, / *Yakfez Farahanl*, Danglars was burning with hate / *Yahtarek korhan'*.

Comprehension questions

S.1. What did the story open with?

S.2. It opened with the ship Pharaoh coming home .

S.1. When and where was that?

S.2. That was on 24 May 1815, near Marseille. Napoleon had just escaped / *Harehal* / from Elba.

S.1. Who was waiting eagerly / *beshaghaff* / for the Pharaoh?

S.2. That was Morrel, her owner .

S.1. Who came on board to meet him?

S.2. Dantes, the first officer came to meet him. Morrel, however, had been expecting the captain.

S.1. What was Dantes like ?

S.2. He was a young seaman, with black eyes and hair, and the quite manner of one used to meeting danger .

S.1. How did he happen to take command of the Pharaoh?

S.2. Before the ship came, the brave captain had died. Dantes was the First Officer and had to replace him / *yahel mahallah* /

S.1. How far could he manage / *succeed* /?

S.2. Dantes sailed the Pharaoh home ably / *bektedarl* /, with all the goods quite safe .

S.1. How did Morrel react to the death of Leclerc?

S.2. Morrel was sorry, but he was also a man of facts. He said "we must all die, some time"

S.1. What did he worry about / *lehtama bil* /?

S.2. He worried about the ship cargo.

S.1. What was Dantes' answer ?

S.2. He said the goods were all safe and were worth a lot.

S.1. Who was the other important person on board ?

S.2. That was Danglars. He did all the buyings and sellings.

- S.1. Why did Morrel climb quickly to listen to him ?
S.2. That was because Dantes had taken leave to see his ship.
S.1. What do you think Danglars had to meet Morrel about ?
S.2. He had to tell Morrel about the buyings and sellings he had done.
S.1. What do you think of Dantes as a marine officer ?
S.2. He was able and brave. Added to this, he looked after the Pharaoh as if it had been his own.

Comment on the following quotations.

1. "Oh ! Is it you Dantes ? What has happened ?"

The Pharaoh was back from a long voyage. Morrel, her owner was eager to be met by the Captain, but, to his surprise, *Idahshal* Dantes came on. Morrel expected an explanation *I Tafseer*! In fact, the ship Captain had died and Dantes, the First Officer had taken command of her *I tawalla kiadatehal*

2. "A very sad thing had happend, Mr. Morrel."

Dantes said this to Morrel who wanted to know why he was met by Dantes not the Captain. Dantes told him that Leclerc had died. Morrel was sorry, but in fact nothing could be done for that. Morrel was satisfied *radil* that Dantes had risen to the situation *Ikuna ala mostwa almawkef* and the ship was safe with all her cargo.

3. "Now the goods that the ship carries ?"

Morrel was sorry to learn about the captain's death, but was satisfied at Dantes' quick action. He then asked Dantes that question about the ship cargo *hemolah!*. It was all quite safe and worth a lot of money.

4. "Now, if you will come on board."

After Dantes had come to meet Morrel, and told him what had happened, he invited Morrel to come on board of the ship and meet Danglars. Then he took leave to see the ship, calling her "his ship".

Additional Exercises:

Answer the following questions:

- 1 - What was the Pharaoh ?
- 2 - Who was waiting for her ?
- 3 - Who came to meet him ?
- 4 - Describe that seaman.
- 5 - What had happened unexpectedly ?
- 6 - What did Dantes do ?
- 7 - What was Danglars ?

Comment on the following

- 1 - "We lost our brave Captain Leclerc."
- 2 - "Well, Edmond, we must all die, some time."
- 3 - "Here's Danglars."

Chapter Two

Students are supposed to know about the growth of events and about a new character: Cadrouse.

Summary: Father and son.

Dantes had left his father *I taraka lahoul* enough money. But Cadrouse came to visit the old man, while Dantes was away. He pressed the old man *agharahou* / to pay back some debt. The old man gave him all the money and had to go without food until Dantes was back. Telling Cadrouse about Dantes' return, Cad. visited Dantes but he didn't really welcome it. Dang. and Cad. were two friends minds *I nofos motashabehahl*. They both blindly hated Dantes for no cause on the part of Dantes. Cad. envied *I hasadal*

Dantes the little wealth he earned / *iktasabal* and threw doubt *shakkal* on his marrying Mercedes. Dantes left the room to let Cad. feel he was unwelcomed. Cad. joined / *indamma ila/Dang.* at the corner. They had a malicious gossip/ *namima hakedah* / about Dantes and threatened / *haddadou* / to destroy his chances.

Comprehension questions:

S.1.- Where did Dantes' father live ?

S.2.- Dantes' father lived in a small house in a narrow street.

S.1.- Why was Dantes' visit a surprise to his father ?

S.2.- Dantes' visit was a surprise to his father because the old man had no idea that the Pharaoh had arrived.

S.1.- What could Dantes smell ? / *Yastasher!*

S.2.- Dantes could smell that his father was not all right.

S.1.- What did he find out ?

S.2.- Dantes found out that there had been nothing in the house, food or money.

S.1.- How far was Dantes' return useful to his father ?

S.2.- In fact, Dantes had arrived in time to save his father from dying from hunger.

S.1.- What good news did Dantes bring ?

S.2.- Dantes told his father that they were going to live in a new house.

S.1.- Who was Caderousse ?

S.2.- Caderousse was a neighbour of Dantes'. He owed /*yodeen!* Dantes money which Dantes had given to his father.

S.1.- What sort of man was he ?

S.2.- Caderousse was not so good as he wanted to seem. While Dantes was far at sea, he pressed the old man to pay back a sum of money which he owed Dantes. Dantes did not forgive that. In the eyes of the old man, Caderousse said one thing but thought another.

S1.- How do you account for /*tofasser!* the old man's forgiving Caderousse ?

S.2.- Dantes' father forgave / *samaha!* Caderousse because that old man had respect for his neighbours and would not forget Caderousse's help to them.

Comment on the following quotations:

1 - " My dear Edmond, my boy, my son ! I didn't expect you".

These were the cries of joy the old man gave at the sight of his son, Dantes, back at home. The old man had had no idea that the Pharaoh had arrived back. In fact he had been shutting/ *hahesan!* himself up hungry most of the time.

2 - " Do you understand, father ? Just think ! A captain "

Dantes was telling his long suffering father / *sabor!* the happy news of his son's becoming captain at such young age. Dantes, hopeful of a smiling future/ *Mostakbal basem!* promised his father to have a new house as soon as he had got the next pay.

3 - "What's the matter father ? Aren't you well ? "

This Dantes said to his father, a short time after he had arrived to visit him. The old man looked tired, hungry and thirsty. That was surprising to Dantes who had left him plenty of money. / *mal wa feer!*

4 - "There's nothing in the house. But I don't need anything, because you are here."

This was said by old Dantes to his son who wanted to find something in the house for his father to eat or drink. Dantes had no idea that Caderousse had been there in his absence and had pressed the lonely/ *waheed!* old man to pay back the money he owed them.

5 - "He asked me for it. If I didn't pay he would get the money from Mr. Morrel."

This the old Dantes said to his son, in answer to his question about the money he had left with him. It was plenty/much/, but Caderousse came and pressed the old man to go without it.

6 - "Here, father, take this. Take it and send for some food at once."

This Dantes said, as he gave his father more money, other than the sum he had given to Caderousse.

Additional Exercises

I - Answer the following questions :

- 1 - What news did Dantes tell his father ?
- 2 - Why was Dantes so happy ?
- 3 - What worried Dantes about his father ?
- 4 - What did Dantes find out ?
- 5 - Why was that surprising to Dantes ?
- 6 - Who came to visit Dantes ?
- 7 - Why did the Dantes show pleasure to see him ?
- 8 - What was the first remark Caderousse made when Dantes welcomed his visit ?
- 9 - What was Dantes' answer ?
- 10 - Caderousse was not true when he thanked Dantes for his offer to help him. How do you know ?
- 11 - What was Caderousse's second remark ?
- 12 - How did he react when the old man described Mercedes as Dantes' wife ?
- 13 - What was Dantes' answer ?
- 14 - Why did Dantes take leave ? Give two reasons.
- 15 - Where did Caderousse go ?
- 16 - Whom did he go to join ? Why ?

II. Comment on the following :

- 1 - "My dear Edmond, my boy, my son !"
- 2 - "It's nothing. It will soon pass away."
- 3 - "But I don't need anything because you are here."
- 4 - "But he's a neighbour and he once helped us."
- 5 - "I met my friend Danglars and he told me that you had returned. So I came to have the pleasure of meeting you."
- 6 - "You are hoping to be next captain, perhaps."
- 7 - "I think better than you do of women and of Mercedes."
- 8 - "So he's delighted about it ?"
- 9 - "But I think there may be trouble there."
- 10 - "She says that he's the son of her father's brother."

Chapter Three

Students are supposed to know about the plot: i.e. the false but deadly charge planned for Dantes.

Summary: A false deadly charge.

Dang. and Cad. were friends, evil-minded friends/*nefos sherirah*/. Fernand lost all hope /*amall*/ of marrying Mercedes so long /*talama*/ Dantes was there. The three men united against Dantes. Dang. brought against Dantes a false but deadly charge /*tohma molaffaka rahihal*/. a crime against the king. The broken hearted /*kascer alkalb*/ Fernand hurried with the false charge to the city. Dantes was arrested /*kobeda alaihi* / on the same day of his wedding.

Comprehension questions

- S.1.- Where were Danglars and Caderousse ?
- S.2.- They were at La Reserve.

- S.1. - Who was Mercedes ?
S.2. - She was Dantes' beloved, whom he expected *Imotawakaal* to marry.
S.1. - What was she like ?
S.2. - She was young, with black hair and dark eyes.
S.1. - What was she doing then ?
S.2. - She was at home, telling Fernand that she had not promised to marry him. In fact she had told him that her heart was Dantes'.
S.1. - What was her answer to Fernand ?
S.2. - She had loved him as a brother, and had always opened his eyes to that fact. He was not right to tell her that she played with his happiness or that his life or death did not matter to her.
S.1. - Was Dantes right to expect to marry Mercedes or dreaming ?
S.2. - Dantes was quite right to expect to marry her.
S.1. - What attitude *Imawkefl* do you expect Fernand to have toward *Iegah* Dantes ?
S.2. - I'm sure Fernand will be Dantes' enemy.

Comment on the following:

- 1 - "I have answered you a hundred times, Fernand, and the answer is always the same."
Fernand wanted to marry Mercedes. Her mother let him hope to marry her, and he had often tried to win her heart, but she would only marry Dantes.
2 - "You have played with my happiness, and my life or death doesn't matter to you.
Ila tohemek!" Although Mercedes had not promised Fernand to marry him, he often tried to meet her while Dantes was at sea, or behind his back when he was at home. She gave him the same answer, every time, that she only loved him as a brother and would only marry Dantes. It was not fair/adl/ of him to accuse *yattahem!* her of playing with his happiness.
3 - "I never told you to hope, I have never played with you."
This Mercedes said to her cousin, Fernand, who told her that he had always dreamed of marrying her. He accused her *Iltahamaha* of breaking her mother's promise to let him marry her, giving him false hope and playing with his happiness.
4 - "But for the last time you have quite decided ?"
This Fernand said to Mercedes. He had been angry and afraid to lose her. Now she gave him a clear-cut answer *Irud hasem!*. She loved Edmond and nobody else would marry her.

Additional Exercises :

Answer the following questions

- 1 - Why was Fernand angry and afraid ?
- 2 - What had Mercedes decided ?
- 3 - What did Fernand wish to happen to Dantes ?
- 4 - When did Fernand lose all hope for Mercedes' love. ?
- 5 - what did he do ?
- 6 - Who stopped him ? Why ?
- 7 - How did Caderousse introduce Fernand to Danglars ?
- 8 - When were Dantes and Mercedes going to marry ? Where ?
- 9 - Why did a look of misery come into Fernand's eyes ?
- 10 - Who walked past La Reserve ?
- 11 - What happened, then ?
- 12 - What did Dantes affirm, and what did he deny ?
- 13 - What thought, do you think, came to Danglars' mind ?
- 14 - What did Danglars ask for ?
- 15 - What did he do next ?

(25)

- 16 - How did Caderousse and Danglars use Fernand for their dirty end ?
- 17 - What did Morrel's arrival at the meal mean ?
- 18 - What happened unexpectedly ? When ?
- 19 - How could Dantes explain that nasty surprise ?
- 20 - What did he still hope for ?
- 2 - Comment on the following :
 - 1 - "Mercedes, the month of May has come again."
 - 2 - "If he is dead I shall die, too."
 - 3 - "Oh, who will save me from this man. What a fool I am !"
 - 4 - "It was happiness that made me blind."
 - 5 - "We, Mercedes and I, would be very unhappy if he were not at our marriage."
 - 6 - "A good journey, Dantes !"
 - 7 - "Well, then, we won't send it."
 - 8 - "I can't tell you. You will be told the reason later".

Chapter Four

Students are supposed to know new characters, Villefort the judge and Nortier, his father, together with another incident: back to prison.

Summary: The Judge

Villefort, to whom Danglar's letter was addressed */mowaggah/* was the judge. Dantes was brought before him and he told the judge what the departed captain's last commands */awamer/* were, and what his duty was. Villefort showed understanding and was ready to set Dantes free. The judge knew that the charge brought against Dantes must have been false.

Dantes could not recognize */yodrek/* the hand-writing in which the letter was, nor could he guess who had planned it. However, the matter took an unexpected turn */Etteghah gheir motawakkaal*. The letter which Marshal Bertrand had given to Dantes was addressed to Nortier, who turned out */tabaiana amnahol* to be the judge's father. To escape trouble, the judge had changed his own name. Then, pretending to do Dantes a good turn, Judge Villefort burnt the Marshal's letter to make sure that no one would ever know what was in it. So, Dantes was sent back to prison.

Comprehension questions :

Answer the following questions:

- S.1. Who was Villefort ?
- S.2. He was the judge whom Danglars' letter was addressed to.
- S.1. Where had Dantes been when Villefort sent for him ?
- S.2. Dantes had been in prison.
- S.1. Why did Dantes' voice break ?
- S.2. That was because he could not bear */yahtame//* what had happened.
- S.1. How did Villefort feel towards Dantes ?
- S.2. He showed understanding. He was even sad.
- S.1. How did Dantes defend himself ?
- S.2. He said he only thought of three people: Mercedes, his father and Morrel.
- S.1.- Why do you think Dantes did not know the writing ?
- S.2.- Because Danglars had written it with his left hand.
- S.1.- Why was it a must */hatmil* for Dantes to meet Marshal Bertrand ?
- S.2.- Because it had been the last command by the late captain.
- S.1.- Why did Dantes not deliver the letter for Paris ?
- S.2.- Because he did not have the time to.

Comment on the following :

- 1 - "Bring in the prisoner"

This was said by judge Villefort. The prisoner was Dantes, and the charge was attempted *Imohawalah!* help to bring Napoleon back to power. It was, however, a false charge, meant to get rid of Dantes.

2 - "Yes, I was being married to a young girl whom I had loved for three years."

This was said by Dantes to the judge. Dantes had no idea that a plot *la problem!* was being carried out to bring Napoleon back to power. Still, he was busy preparing for his marriage. Unfortunately, he was taken prisoner when he was at his marriage gathering */party!*

3 - "Have you any enemies?"

This was one of the questions which judge Villefort asked Dantes. The judge thought the charge *perhaps* was suggested */awha behal!* by an enemy. However, Dantes said he was not important enough to have enemies. He only had a few sailors under him who loved him as an elder brother.

4 - "Perhaps someone is your enemy because of that."

This was said by Villefort to Dantes. He meant that good fortune */haz!* smiled on him, and probably someone envied */yahked!* him that he was going to be a captain at such a young age and marry a pretty girl who loved him. Dantes was not sure, because he did not know men so well.

5 - "No, I don't know the writing. But it is clear that this man is a real enemy."

This Dantes said to the judge when he showed him Danglars' letter. Dantes could not know whose hand it was, but realized that only a *rude/wakeh!* enemy could have written it.

6 - "My dear Dantes, promise that you will do what I shall tell you."

This the late Captain Leclerc asked of Dantes before he breathed his last. */died!* Dantes obeyed. He carried the letter to the marshal and took from him another to a person in Paris. He had no idea about what was in those letters, but did what was a duty */wageh!*.

Additional Exercises

I - Answer the following questions

- 1 - Who was Villefort ?
- 2 - Why did he ask the guards to bring Dantes in ?
- 3 - What moved him ?
- 4 - What was he going to do ?
- 5 - Why did he change his mind ?
- 6 - How did he deceive Dantes ?
- 7 - Why did he burn the letter to Nortier ?

II-Comment on the following.

- 1 - "What were you doing at the time when you were made prisoner?"
- 2 - "Have you served under Napoleon?"
- 3 - "I? dangerous!"
- 4 - "I did what I was asked to do, what everyone would have done in my place."
- 5 - "Stop! What name was on that letter?"
- 6 - "If this letter had become known, it would have been the end for me."

Chapter Five

Students are supposed to know the result of the judge's trick against Dantes: the life-imprisonment.

Summary: The prisoner

Dantes was locked up */hohesal!* in a clean room with a barred window */nafetha thata kodhan!*. He had been promised to go free in the evening. But he was taken in the darkness */thalam!*, in a boat, to Chateau d'If which was a grim prison for great prisoners, never coming back. In fact, Villefort had cheated */khadaal!* Dantes and thrown him into

life-imprisonment, underground. There, he met an old prisoner who had long been there and gone mad. In an exile/*manfal* like that, and in conditions like those, it could not be surprising that madness/*gonon*/ threatened Dantes too.

Comprehension questions

S.1.-What was decided */takarraral* about Dantes ?

S.2.- He was to remain where he was.

S.1.- How had he passed the night ?

S.2.- He had a sleepless and restless night. */la nawm wala rahal*

S.1.- What did he ask for ?

S.2.-He wanted to see the Governor.

S.1.- What answer did he get ?

S.2.- That was not allowed.

S.1.- What things were allowed ?

S.2.- Small services were allowed, if paid for/*yodfaa lahal*

S.1.- What awaited him if he kept on asking for what he couldn't have ?

S.2.- Madness and long imprisonment awaited him.

S.1.- Why was he taken underground ?

S.2.- To be put with the other mad prisoner.

II- Comment on the following:

1 "I don't know. I want to see the Governor."

Dantes passed a sleepless and restless night in his lock-up in the chateau d'If.

The next day the keeper asked him if he had slept or eaten or wanted anything. Dantes only knew that he wanted to see the Governor. His wish was not answered, anyway. It was clear Dantes had no rights at all to look forward to. */Yatok ilaiha/*.

2 - "Better food. If you pay for it - books, and to walk about in the yard."

Those were the small things allowable */masmoh behal* for a prisoner of Chateau d'If, dependent */hasab/* on the price he would give the keeper.

3 - "Don't keep on asking what you can't have or you'll be mad in a month."

The keeper said this to Dantes when he repeated his wish to see the Governor. It showed clearly that Dantes had to expect long imprisonment.

4 - "No, he was put in a room underground."

This was said by the keeper about the other mad prisoner. He had been in Dantes' room, but when he kept on offering some treasure */rashwahl* to the Governor to set him free, he was put in a room underground. It was an open threat */tahdeed sareehl* that Dantes too, might be put in an underground room.

5 - "Oh, ho! You are certainly going mad. The other fellow began like that."

This the keeper said when Dantes insisted on */asarra ala'* seeing the Governor.

Like the other mad prisoner, Dantes would cause some trouble within three days but would certainly be put in an underground place.

6 - "By the Governor's orders take this prisoner to the room just under this one."

Dantes was very angry. He seized/*caught/* a chair and raised it above his head. The keeper cried that Dantes would see the Governor at once. In fact, he went out and returned with four soldiers. He gave them the command to take Dantes to the room just under his. He gave that command in the name of the Governor, and added that mad men had to be put with mad men.

I-Additional Exercises

1 - Answer the following questions:

1 - Describe Dantes lock-up.

2 - How long did he expect to stay there ?

3 - Where was he taken ? When ? How ?

(28)

- 4 - What had Villefort really done ?
- 5 - Who was the mad prisoner at the Chateau ?
- 6 - Why was Dantes, too, threatened by madness ?

II - Comment on the following:

- 1 - "Where are you taking me ?"
- 2 - "It's late. Tomorrow, perhaps, he may put you somewhere else."
- 3 - "Well, are you feeling better today ?"
- 4 - "Yes, we must put mad men with mad men."