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| **RESEARCH ARTICLE**

Revisiting Arabic as a First Language in English Teaching: Evidence from the MENA Region

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| **ABSTRACT**

There are varying perspectives regarding using learners' first language (L1) in English language teaching (ELT) classrooms. Therefore, this study aims to examine the literature on using Arabic as L1 in ELT classrooms across the MENA region in a semi-systematic manner. Relevant databases were searched for full-text peer-reviewed empirical research, including Google Scholar, ERIC (Education Resources Information Center), PubMed, PsycINFO, Web of Science, Scopus, Linguistics and Language Behavior Abstracts (LLBA). Following a comprehensive search and screening, 10 studies were selected from eight MENA region countries conducted between 1st January 2019 and 31st December 2023 for this semi-systematic review. The findings of the eight studies indicated the importance of fostering learners' L1 in teaching and learning the second language (L2). Students and teachers considered it a facilitative tool for L2 acquisition rather than an obstacle. However, balanced and cautious use of L1 was suggested, as over-reliance on it may hinder L2 acquisition. The recommended use of L1 was mainly to explain grammar, abstract vocabulary, instructions, and translation, and to compare L1 and L2. Using L1 encourages students to participate actively and smoothens the learning process by reducing cognitive load, especially for beginners. Conversely, the findings from two studies conducted in Jordan and Saudi Arabia suggested that L2 should be primarily used for teaching and learning L2, with L1 reserved for important communication by teachers. Therefore, using L1 should be permitted in L2 learning and pedagogy.

1. Introduction

In the field of language teaching, there is an ongoing debate about whether to use the mother tongue or first language (L1) when teaching a foreign or second language (L2). This issue is not exclusive to the Arab world or the MENA region countries. As these countries increasingly integrate into the global economy and society, English as a foreign language (EFL) has become a Lingua Franca. English is now the L2 in most Arab countries. Consequently, English has been introduced as a subject in primary schools. However, there are differing opinions among educators and partakers regarding the best approach to teaching English, the potential impact on students' language skills, and the role of their L1. Various language-teaching methods deal with using the L1 while teaching the L2.

The Grammar Translation Method (GTM) originated in Germany and is the oldest learning and teaching method, although not widely used (Howatt & Smith, 2014). As the name denotes, GTM is based on teaching English through translation and grammar. It profoundly relies on translating between the learners' L1 and the L2 and memorizing the L2's grammar (Vermes, 2010). Hence, this method primarily relies on graphical material. Although GTM allows the use of the L1 to facilitate the learning process, its ultimate goal is still to achieve proficiency in the L2 (Richards & Rodgers, 2014). The direct method appeared in response to the

GTM's failure to deliver a successful language-learning experience. The direct method emphasizes the ability to use a foreign language rather than analyzing its grammatical components. It focuses on the spoken words and uses the L2 as the primary language of instruction. It relies on oral practice, actions, images, and practical situations instead of translation (Richards & Rodgers, 2014). The main idea of the direct method is to connect language units like words and sentences with their meanings through activities such as dramatizing, acting, mimicking, and using posters, pictures, and tapes. The advocates of the direct method confirm that learners of L2 must be exposed to L2 directly without using L1 as a liaison (Awan & Nawaz, 2015).

The audio-lingual method emerged as English language learners grew, especially in the 1950s. It primarily focuses on the productive skill of speaking and the receptive skill of listening. Instructors train the learners to master through dialogues, drilling, and memorization of vocabulary and their use in specific cultural contexts (Alemi, 2016; Sidabutar, 2021; Sukarman & Algiovan, 2022). On the other hand, other traditional methods prioritized reading as a receptive skill and writing as a productive skill.

The inability to effectively present successful lessons and classroom experiences using the above methods has prompted ELT professionals to explore alternative approaches to enhance teaching effectiveness. One such alternative is the communicative method, introduced in Britain in the 1970s. The communicative approach focuses on teaching learners to communicate effectively rather than obtaining linguistic competence. It takes interaction as a tool to accomplish learning goals. Hence, this approach gives more space to the functionality of a language rather than the structure. Various classroom activities, such as group work and peer collaboration, aid in achieving this aim (Segalowitz & Lightbown, 1999). However, the communicative method has faced criticism for its lack of a well-defined language learning theory and its tendency to overemphasize productive tasks while neglecting the importance of language input(Pemberton, 2024). The use of L1 in L2 instruction is a debated topic. Historically, language specialists believed that the only language allowed in the classroom was L2 (Turnbull, 2001), but some scholars argue that L1 can facilitate learning (Cook, 2016; Nilubol, 2020; Boukranaa & Mjahad, 2025). Levine (2011) referred to L1 as 'the elephant in the room' because English instructors often sense its presence and impact on learning. However, teachers have learned to ignore this elephant (L1) as their training programs did not introduce them to methods and techniques for using it during workshops and conferences. Many language schools believe L1 should be avoided and English should be taught exclusively through L2 (Levine, 2011).

A revolution in ELT occurred with Guy Cook's publication "Translation in Language Teaching" (2010). It changed language professionals' thinking about L1 usage, leading to more research studies. These studies confirmed that using L1 partially can aid in achieving learning goals. Introducing L1 in L2 classes also prompted revisions in teacher training programs (House, 2012; Boukranaa & Sandy, 2024). In this context, the impact of using L1 in L2 classrooms was investigated in the current work, and the reasons that L2 teachers should utilize L1 in their teaching practices and why learners prefer to employ L1 were explored. Additionally, the research identified when and where the integration of L1 occurs in lessons. The study also examined whether using L1 hinders or enhances the process of improving L2 learning.

2. Methodology

2.1 Inclusion and exclusion criteria

All the primary research conducted by Arab scholars specializing in ELT in the MENA region and published in English by International peer-reviewed journals was considered for this study. The research focused on gathering the perspectives of students and teachers regarding the effectiveness of using Arabic as L1 for instruction or liaison in ELT classrooms. The inclusion criteria for the studies were limited to those conducted between 1st January 2019 and 31st December 2023. Furthermore, only studies with full-text availability that provide empirical evidence and employ rigorous research methodologies were included.

Studies focusing on languages other than Arabic, such as L1, were marked under exclusion criteria in ELT classrooms. Additionally, non-peer-reviewed sources such as conference papers, dissertations, and theses were not considered. Research articles not authored by Arab scholars and not explicitly focused on the MENA region were excluded. Lastly, studies that were not readily accessible in full-text and lacked empirical evidence or rigorous research methodologies were also not considered.

2.2 Databases

Based on the inclusion criteria, online relevant databases that cover literature in the fields of education, language teaching, and linguistics, with a focus on studies conducted in the MENA region consulted, included Google Scholar, ERIC (Education Resources Information Center), PubMed, PsycINFO, Web of Science, Scopus, Education Full Text, Linguistics and Language Behavior Abstracts (LLBA), and Arab World English Journal (AWEJ).

2.3 Search strategy and key terms

All the above-mentioned databases were searched for full-text studies using a search filter published from 1st January 2019 to 31st December 2023. A comprehensive search strategy was employed using relevant keywords and Boolean operators. Keywords included "Arabic as L1", "English language teaching," "ELT," "MENA region," "Arab scholars," "Language instruction," "Linguistic integration," and "Educational process." Boolean operators included ("Arabic as L1" OR "first language usage") AND ("English language teaching" OR "ELT") AND ("MENA region" OR "Middle East" OR "North Africa").

2.4 Data extraction and analysis

The keywords aided in finding and selecting full-text original articles published between 1st January 2019 and 31st December 2023. Ten articles from eight countries with Arabic as L1 were selected to represent the MENA region. The selected articles were all in English and published in international peer-reviewed journals. They are preferred based on the value of the study, the value of the journal publishing them, and the relevance of the fieldwork. Details were extracted, including the first author's name, publication years, country, title, participants, sample size, methodology, objective, and outcome of the selected primary research studies. The findings of the studies were qualitatively summarised using narrative synthesis methodology.

3. Results

The selected articles and extracted data from them, following a comprehensive review of the studies, are listed in **Table 1** in the appendix section. Analysis of the studies showed seven prevalent reasons for utilizing the L1 in EFL teaching, including classroom management, providing instructions, using L1 for humor, drawing comparisons and contrasts between L1 and L2, clarifying abstract vocabulary, translating sentences, and explaining grammar concepts. The research investigated reported literature on using students' L1 in EFL classrooms across Kuwait, Saudi Arabia, Oman, Algeria, Jordan, UAE, Qatar, and Iraq over the past five years. There was a range of attitudes towards using L1, with eight studies advocating for its balanced use to enhance comprehension and provide psychological benefits, while only two studies favoured English-only environments for more effective language acquisition. The participants exhibit favourable attitudes towards utilizing their L1 to comprehend intricate concepts and alleviate anxiety. Nevertheless, there are apprehensions regarding excessive dependence on L1, as it could impede the enhancement of English language proficiency. In Jordan and Saudi Arabia, participants prefer English as the primary medium of instruction, influenced by cultural and pragmatic considerations.

In Saudi Arabia, two different views were observed. One study encourages fostering L1 use, while another reported contradictory findings. According to the study by Alzamil (2019), participants found using a combination of Arabic and English beneficial when communicating with their teachers. It was observed that students generally have lower proficiency levels than their teachers, which may explain why they did not object to using Arabic. However, they unanimously agreed that Arabic is the preferred language for better comprehension. Participants also believed that using English would enhance their language skills (Alzamil, 2019). Ibrahim (2019) evaluated that most students preferred incorporating their L1 in learning L2, particularly in their first year. The efficacy of utilizing L1 in L2 pedagogy was also recognized. Students acknowledged that using L1 enhanced their awareness of linguistic similarities and differences. There were apprehensions regarding excessive reliance on L1 and its obstacles to effective English language acquisition. The influence of Arabic was identified as significant in English vocabulary acquisition. Further investigation is required to comprehend the specific challenges arising from disparities in vocabulary meaning and form (Ibrahim, 2019).

Teachers in EFL classrooms in the UAE have a significant impact on language practices and identity formation. Arabic-speaking teachers show great enthusiasm in integrating their L1 into their teaching, which reflects the development of a unique bilingual professional identity. The research included teachers and students in the UAE, indicating that the participants favour the utilization of L1 in EFL classrooms, but it should be employed selectively. Most students and teachers believe cultural, religious, traditional, and political concepts should be taught in the students' native language. Nevertheless, the excessive and inappropriate use of L1 is met with opposition. The study recommends that educators and curriculum developers consider using L1 as a pedagogical tool. Incorporating L1 can facilitate students' comprehension of L2, which is English, and enhance their awareness of language variations (Al-Ta'ani, 2019). Another study by Kennetz et al. (2020) considered using L1 in the L2 classroom as a beneficial tool for student learning rather than reflecting a lack of L2 proficiency. It is crucial to foster open discussions among teachers and stakeholders regarding language choice in bilingual classrooms. Teachers and students in Abu Dhabi are encouraged to engage in relevant research and actively participate in professional development meetings to exchange experiences and address concerns. This collaborative effort can result in establishing flexible guidelines and recognizing the thoughtful use of L1 in the classroom (Kennetz et al., 2020). Awad et al. (2020) supported the aforementioned view, stating that

the strategic and systematic incorporation of L1 in EFL classrooms can enhance the acquisition of EFL learners and expedite the learning process. This approach enables learners to demonstrate improved performance in various aspects of EFL tests, including reading comprehension. Additionally, it facilitates the development of their understanding of sentence structures and translation skills (Awad et al., 2020).

The educators and students advocate using L1 in the L2 classroom in Oman. The purposes of using L1 in the L2 classroom are explaining word meaning and grammar rules, managing the classroom, translating sentences from L2 into L1, and humor. It facilitates the instruction of grammar and comprehension of challenging vocabulary. Additionally, L1 encourages active engagement and enhances understanding for students with lower language proficiency. Nevertheless, balancing L1 and L2 is crucial to prevent overreliance on L1 and foster effective language learning and teaching (Al Balushi, 2020). According to Negadi (2021), using the learners' L1 in EFL classrooms for adult beginners in Algeria has been recognized as advantageous. Neglecting the learners' L1 can have a negative impact on the learning process. Instead, the learners' L1 should be seen as a valuable resource rather than a hindrance. Thoughtful incorporation of the learners' L1 can enhance comprehension for adult beginners and enhance the outcomes of EFL learning. It is crucial to re-evaluate EFL teaching approaches and consider multilingual norms and the influence of globalization (Negadi, 2021).

Alazemi et al. (2021) found that students recognize the benefits of incorporating the L1 in L2 classrooms, as it enhances comprehension. However, they also emphasize the need for a balanced approach that maximizes L2 learning. The research supports the significance of L1 utilization but cautions against impeding English language acquisition. Students associate using L1 with various functions, improved understanding, academic progress, and psychological factors. It is important to acknowledge that many students graduating from public high schools in Kuwait lack the English language proficiency required by universities and colleges. Therefore, relying solely on L2 can pose challenges and hinder the learning process rather than serving as a beneficial source of information (Alazemi, 2021).

Furthermore, teachers and students in an L2 class expressed a positive attitude towards using the L1 in Qatar. However, some teachers underestimated the students' requirement for additional Arabic language support in vocabulary instruction. Students expressed the need for more L1 assistance in vocabulary instruction, whereas teachers believed it was more essential in grammar instruction. This perception may be influenced by the belief that grammar is a more intricate aspect and necessitates greater scaffolding in Arabic. Additionally, teachers may prioritize maximizing L2 input during classroom instruction (Rakab, 2021). Al-Shboul (2022) indicates that participants' awareness of the status of English plays a crucial role in shaping their positive attitudes towards the language, despite potential challenges in using it as a medium of instruction in Jordan. It is important to note that having positive attitudes towards both the L1 and the L2 is not mutually exclusive. The applicability of these findings to other educational centers in Jordan remains uncertain. To effectively teach English, curriculum designers and policymakers should implement various teaching methods and styles to cater to the diverse needs of students at different proficiency levels, thereby enhancing their motivation. Using the mother tongue can aid learners in achieving better grades, particularly when it is used to clarify complex content and provide instructions during exams. Moreover, this finding suggests that teachers may struggle to explain the curriculum content and provide instructions to English learners from different language backgrounds (Al-Shboul, 2022).

Moreover, Alzamil (2019) found that between 15% and 38% of the students participating in the research prefer to use English as a medium of teaching and learning, but high percentages of learners strongly agree with the idea that teachers must be allowed to use Arabic while introducing challenging material to the courses of English. In the same research, the majority of the students, approximately 55%, share a common point of view of using only English to communicate inside the classroom. Nevertheless, utilizing L1 in a limited manner is permissible to give instructions, share important information, and discuss exams and administrative issues. Learners usually do not prefer to specify a time to use their L1 during the lesson; instead, they favour how and why to use it (Alzamil, 2019). Negadi's (2021) findings also prove this idea; the findings go hand in hand with the other reviewed articles. The results show that the majority of the participants did not specify the timing and the amount of L1 used in the lesson, but the focus was on how to use it; between 50% and 83.33% of the participants proposed that L1 should be used to explain sophisticated grammar rules, check comprehension, reduce students anxiety, explain challenging and abstract vocabulary, making jokes, and staging or introducing a new topic (Negadi, 2021).

Most learners prefer to use the L1 for specific reasons in the studies covered by this paper. According to Al-Shboul (2022) and Alazemi et al. (2021), students' motives for using L1 are mainly facilitating learning, enriching their repertoire with fresh vocabulary, and getting clear instructions for activities during lessons or exams (Al-Shboul, 2022; Alazemi, 2021). Al-Shboul (2022) found that the students participating in the research prefer to use L2 as a medium of instruction rather than L1; this does not mean that they have negative attitudes towards their mother tongue, but rather that they are well aware of the need to practice English with all its skills to secure their future and complete their education in English-speaking countries. According to the same researcher, students have a positive attitude towards their L1, making them prefer it when discussing abstract,

challenging, and administrative issues (Al-Shboul, 2022). Teachers commonly use L1 in ELT for various reasons, such as managing the classroom, giving instructions, explaining abstract words, and translating sentences. While there is a desire to limit L1 use, it remains prevalent due to practicality and student preferences. Students generally support the partial use of L1, especially for challenging material and important information. However, the focus should be on using L1 strategically and well-calculatedly.

4. Discussion

Learners of English in the MENA region share a common standpoint about using L1 in English lessons; most of the students and teachers participating in the research at hand prefer that L2 be used as a medium of teaching and learning to help experience and practice the four skills. However, restricted usage of the L1 should be permitted, and it should be used carefully for specific reasons and in a well-calculated manner. These findings are aligned with the previous systematic review of the studies from 2014-2019 that examined teachers' beliefs and their alignment with their actual practice in the Saudi Arabian education setting. The results of this review of the studies show that Saudi Arabian teachers believe Arabic is still useful in the typical Saudi Arabian classroom where communicative language teaching has been officially adopted (Alharbi, 2020).

Arguments will always exist against using L1 in EFL classrooms. Researchers who are against the usage of L1 indicate that any employment of L1 in ELT classes will lead to L1 interference that can hinder the learners from acquiring proper English, since the students will not learn to think in English. Consequently, the learners will falsely believe that there is an equivalent word in their L1 for each English word. ELT teachers agree that L1 should be banned or used in a restricted way during English classes. This idea remains a theory or a wish rather than a reality and practice. In most of the studies conducted on this matter, the teachers use only English as a medium of instruction if the learners in a particular classroom come from different backgrounds and speak different languages. However, it is worth noting that teachers use L1 in their classes for many reasons, especially if the learners share the same mother tongue (Kerr, 2019). There is a clash between the admitted craving of not using L1 and the ongoing reality in classrooms. Saying that English must be taught only through English is shared by some learners. Students participating in all of the works reviewed in this paper agree on the idea that a partial usage of the L1 is welcomed by students, especially those who are low achievers, beginner-level, and adult learners (Al-Shboul, 2022; Alazemi, 2021; Alzamil, 2019; Negadi, 2021).

As stated before, the L1 is almost unused in classes with no shared language. However, Levine (2014) and Littlewood and Yu (2011) suggested it is 20% to 40% of the time used in classes with a common mother tongue, especially in lower-level classes and classes with large numbers of students (Levine, 2014; Littlewood & Yu, 2011). The teachers resort to using L1 in those classes for many reasons. According to Swain and Lapkin (2000), the mother tongue can be used in the target language classes to motivate the learners and avoid any feelings of frustration. Furthermore, it can be employed to uphold discipline and create a healthy classroom atmosphere (Swain & Lapkin, 2000).

The 8 studies out of 10 in this review favor using L1 in ELT classrooms mainly for instructions, abstract vocabulary, grammar, translation, humor, and comparing languages. These findings are summarised in the study by Kerr (2019), stating that there are various ways of using L1. However, all of them fall under the umbrella of two classes. The first one is the core function, which is about the lesson itself, for instance, clarifying and checking the understanding of grammar and vocabulary. The second type is the social function, which focuses on class management strategies, including building rapport with the students, dealing with administrative issues, maintaining order and discipline, and explaining instructions (Kerr, 2019). Findings by Alazemi et al. (2021) in the section of the article entitled Comprehensibility and Academic Gain suggest that teachers and language instructors prefer to use L1 as a social tool; for instance, 81% of the participants agree on using the mother tongue to give instructions. Kerr's (2019) notes are in line with the study conducted by Alazemi (2021) and Negadi (2021), which illustrated that the core functions are the commonly employed strategies while using L1 in the learning and teaching of L2, while the social functions are to be exploited excessively with lower-level learners or with classes with large numbers.

Furthermore, most teachers initiate the usage of L1 in their lessons; they use this strategy as an icebreaker to create a friendly atmosphere in the classroom, which eventually leads the students to feel at ease, participate in the lesson, and appreciate what they learn. Kerr (2019) highly supports the previous idea. He suggests that the teachers can use the L1 to stage the lesson, catch the students' attention, alleviate the students' tiredness if the class is more than one hour, and use the students' previous experiences and knowledge. Kerr supports these points and links students' usage of L1 to pre-tasks/activities instructions; according to him, the learners' employment of L1 may "(1) help students to understand better what the task requires, (2) it may reduce the cognitive load of the task, and (3) it may help students to motivate each other" (Kerr, 2019). Hall and Cook (2014) also confirm the previous points; they conducted a study that covered 111 countries to investigate why students use L1. The study showed that the learners mostly use the L1 not as a learning medium but as a helping hand to clarify issues they find abstract or complex to discuss in the L2 (Hall & Cook, 2014). Another very appealing issue is the matter of time. Al-Shboul (2022) discussed

the issue of maximizing the time allocated for studying and using English, and they suggested that students' exposure to English should be maximized by restricting the usage of the L1 and increasing the learners' talking time using educative activities, which helps them practice accurate English, not translating. The subject of translation is another argument that shows that researchers hold different points of view concerning using L1 in L2 classrooms (Al-Shboul, 2022). Kerr (2019) also notes that the time spent using the L1 consumes the time allocated to practicing L2; in other words, each minute spent on the L1 is an opportunity missed to upgrade the L2 (Kerr, 2019).

5. Conclusion

The researchers reviewed it, and other reputable authors and ELT specialists mentioned in this study recommended using L1 as an effective tool for facilitating the learning process rather than as a medium for teaching English. All concur that maximizing the use of English for teaching and learning English is the primary and ultimate objective. However, this does not imply that teachers and learners should develop a negative attitude towards their mother tongue. On the contrary, the L1 should be seen as a transformative factor in the learning process's psychological, social, and administrative aspects.

Recommendations

However, using an English-only policy can lead nowhere, especially with low-level learners, at times of complex, complicated instructions and activities that require diverse vocabulary and grammatical rules; this will result in silence or no English usage. Hence, it becomes necessary to use the L1 in a limited and controlled way to create opportunities to practice English as much as possible, especially during speaking and listening, and to reassure the learners. Teachers must use English to teach English; however, occasionally, it is advisable to use L1 in a limited way to enable the learners to benefit as much as possible from activities related to the four skills. Sandwiching is one of the techniques that can be employed to facilitate learning L2 without making L1 the language of teaching. Teachers can use sandwiching when they present a sophisticated activity for the learners. Hence, they can say the instructions in English, then in the L1, and then repeat them in English. By using sandwiching as a method, the teachers ensure that the learners understand the instructions in their L1 and have also learned the equivalent in English. After using the exact instructions multiple times, the teachers will assume that the learners have grasped the information and will not be obliged to use L1 to present similar activities. Thus, sandwiching allows the minimum employment of L1 for a defined purpose: practicing activities in English (Ji, 1999). Bilingual instructions are another way to maximize the use of English. The teacher can use bilingual instructions to check the learners' understanding of the presented task and guarantee the whole class's participation in the activity. The instructor can give the instructions for a task in English and ask one learner to re-state the exact instructions in L1 (Nurpahmi et al., 2018). The strategy of bilingual instruction first minimizes the teacher's use of L1. Secondly, it helps the teacher determine whether the learners have understood the activity, and thirdly, it encourages self-learning and collaboration between learners.

Another strategy that teachers and language instructors can also use is the' own language moment' to ensure the success of classroom activities and increase learners' focus during the class (Kerr, 2019). Learners in a language class cannot focus for long periods; the period that a learner can entirely focus on the learning material depends on the lesson or the course they are studying at that moment, the age of the learner, mood, motivation, size of the class, and time of the day. Thus, the period of concentration varies according to those factors.

It is impractical to assume that the learners will be able to concentrate during a lesson of forty-five or fifty minutes, especially with low achievers and low-level learners. The shrinking of the level of focus is a barrier that hinders learners from completing a task. The aforementioned idea puts the language teacher between two hard choices: either abandon the task or stop for a moment and let the students recharge their batteries. 'Own language moment' is a strategy to let the students break from the traditional language classroom that uses only the L2 to let them recharge their batteries by discussing the topic in their mother tongue (Hall & Cook, 2014). The 'own language moment' can be used with speaking activities. During a speaking activity, learners may not participate or say little. Hence, using this strategy can lead to much more classroom participation. This strategy can take place in different places. It can be used before the speaking task starts to brainstorm ideas and think about the topic at hand, and it can be used as a savior to rescue a speaking task from being abandoned. Suppose the learners are saying little during the discussion. In that case, the teacher can let the learners take an 'own language moment' to discuss the topic with a partner and think about what to say after resuming the task; learners should change the partner after resuming the task (Kerr, 2015). Learners can also use the 'own language moment' to talk about learning; various academic research suggests that reflection about the learning process and self-evaluation help accelerate the improvement in language learning and proficiency. Such activities require a high level of mastery of L2, which is not possible for low-level learners. Hence, it is practical to conduct this type of discussion using L1.

Research Limitations

The present review covers literature from only eight countries in the MENA region. There were only 3 studies based on students' and teachers' opinions. Furthermore, this research paper utilized material written solely in English, while the topic is related to the MENA, a region in which English as an L2 is a foreign language. Therefore, there may be other literature on the topic written in other languages, such as Arabic and French, which this article does not cover. The researchers focused only on material written in English since that material is written by professionals who teach English, while the material written in other languages could be written from a different perspective from that of an EFL professional.

Declaration and Statements

Conflict of Interest

The author declare no conflict of Interest.

Data availability statement

The datasets used and analyzed during the current study are available from the corresponding author upon reasonable request.

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