

## Teaching English Vocabulary through Arabic: An Integrated Approach

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### ABSTRACT

*There is a popular belief among people as well as academics (see Richards & Rodgers 1988: 9-12) that using the mother tongue hampers the learning of a second language. With the recent introduction of English as a foreign language in Libyan schools, teachers are looking for effective teaching strategies and using Arabic in the classroom is considered to be one such important technique.*

*In this paper, an attempt has been made to find out whether using Arabic in Libyan schools is useful or it actually impedes the learning process. Three important models: the direct method, the translation method, and the integrated method KLTA (see Bhuvanewar 2009a, b; 2012a, b; 2013a, b, c for details) are used in the experiment and tested in a real classroom situation of the first year secondary schools students.*

*The integrated approach which is the ka:rmik language teaching approach advocates the networking of the formal, functional, and dispositional components of language. It applies the principle of critical path analysis via the ka:rmik language learning strategies (KLLS) in teaching a second language by exploiting the existing abilities of the learner. It integrates them into the learning process through dispositional, functional contextualization of the curriculum into a culture-friendly syllabus and teaching methods via KLLS. In such a process, the previous knowledge of the first language is not ignored as unnecessary or counterproductive*