

**Bilingual Reading Texts and
Vocabulary Proficiency:
Practice, Methodology and Linguistic Issues**

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At the United Arab Emirates University, General Requirements Unit (UGRU), English L2 reading constitutes a major part of the syllabus for students who will eventually proceed to studies at the undergraduate level. Whatever a student's prospective major may be, the University of the UAE, like other Emirati federal universities and colleges, emphasises the need for a dynamic competence in English L2 particularly for the purpose of reading academic texts. Clearly, students who possess a rich vocabulary in English L2 can achieve this goal of reading proficiency more easily than those who come to UGRU English foundation programme equipped with perhaps little more than a store of vocabulary fit primarily for a limited range of speaking situations.

In the course of teaching groups of students on a four-month IELTS (International English Language Testing System) preparation programme at the University of the UAE, I became interested in exploring ways to remedy some of their persistent difficulties with English L2 reading comprehension. In particular, I felt that when they were faced with IELTS reading tasks, many of the students were coming to these with marked deficiencies in vocabulary knowledge and little awareness of the value of the activity of reading in general.

In light of these difficulties, I speculated whether the difficulties faced by many students when dealing with the reading component of the UGRU programme might be reduced by offering students reading materials that would both foster a curiosity about L2 reading, as well as provide a means to building their L2 vocabulary knowledge in support of their overall L2 reading proficiency. I thus set about an informal investigation into the use of bilingual parallel texts.

Bilingual Parallel texts

Language learning, particularly the auto-didactic variety, has often tackled the vocabulary obstacle to reading fluency by means of so-called 'readers,' or collections of texts in the target language. A very common kind of reader is the bilingual parallel text, which is where a target text in L2 is accompanied, typically on a facing page, by a translation into L1. This aid to L2 reading has been highly favoured by generations of second language learners, and is usually employed once the learner has achieved some foundation in L2. Arabic-speaking learners of English, for example, have the series of classical works of English literature published by Dar-ul-Bihar, which offer workmanlike parallel translations into Arabic of the target L1 text.

A well-constructed parallel reader that is interesting in content and also rich in lexis may not only help to boost learners' discrete linguistic knowledge of L2, but also encourage a positive attitude towards reading in general. The bilingual reading text can be seen, then, as having a dual purpose: learning language to learn to read, and learning to read to learn a language.

The Absence of Bilingual Readers

In spite of the existence of these bilingual readers and their familiarity to second language learners, it is remarkable that they figure so little in the contemporary pedagogical domain of EFL. Accordingly, scholarship on both their usage and usefulness in the English L2 reading process is so meagre that it is possible to list in a few lines those linguists who have discussed the use of bilingual readers/parallel texts for the purposes of L2 teaching. Among the most prominent are Palmer (1968), Peters, Picchi, and Biagini (1996), Barlow (1996) and Nerbonne (2000). Of these Barlow and Nerbonne have viewed their modern use most positively and extensively. Notwithstanding the relative neglect of bilingual texts within the field of English language teaching, linguists such as Gale and Church (1991) and Melamed (2001) working in the corpus analysis of parallel texts have found them a rich area of study. Could, then, the kind of corpus-based analysis of bilingual texts eventually chime with a renewed pedagogical interest in these traditional artifacts of L2 study? It was such a question I aimed to consider as I conducted my enquiry into how my English L2 students might use bilingual texts.

I speculate that the principal reason for the neglect of bilingual reading texts in the English L2 classroom is that they are associated with the ill-reputed Grammar Translation Method to language learning; that is, they are seen as complicit in presenting language as an abstract cognitive system to be mastered. At best, if their existence is noted at all, then it is as a minor resource ranking alongside bilingual dictionaries.

Now, as ever, English language teachers continually raise questions over why their students experience difficulties with L2 reading comprehension. In studies such as that by Williams and Dallas (1984) into the role of L2 vocabulary knowledge in the reading of L2 texts, students' lack of knowledge was identified as a primary source of their failure in this skill. In consideration of the significant role of L2 vocabulary knowledge, then the traditional bilingual reader is of obvious interest for its value in terms of both vocabulary and grammar content, its multiple and interesting examples of L2 in meaningful contexts, and the learner's sense of achievement and empowerment that comes from being able to read a text in the target language. All of these are an indispensable part of second language learning; indeed the short-term pedagogical goal of mastering the texts in a bilingual reader can be a route not only into L2 literacy, but also into its literary culture.

Practical Considerations

I set about drafting bilingual reading texts and activities that would familiarize my students with their use within the UGRU L2 syllabus. My initial goal in this was modest: to see whether learners would respond favourably to the use of bilingual texts for the purposes of improving their L2 reading, and hence be encouraged to adopt a more positive attitude to the rigours of their L2 reading syllabus. At the beginning of this enquiry I was principally concerned with three immediate challenges in the design and application of these materials, specifically: difficulties associated with their use in the L2 classroom setting, difficulties inherent in the interaction of the English and Arabic linguistic systems, and difficulties involved in developing materials that are attractive and conducive to successful learning.

Difficulties in the L2 Classroom

How might L2 teachers receive the bilingual reader as a part of the L2 syllabus? For those teachers who are used to operating with a monolingual L2 teaching methodology, the concerted deployment of L1 might seem inconsistent with this long established approach. It is crucial, then, to point out that the use of bilingual readers would not be an attempt to insinuate Grammar Translation Method in 'through the back door,' or to supplant the tried and tested monolingual approach to learning L2; students on the UGRU IELTS preparation programme have been extensively trained in practical strategies for English L2 reading, and they are used to deploying many of these in their reading of L2 texts to good effect. Moreover, the IELTS exam, the objective of their English programme at UGRU, both emphasises, and focuses upon, the practical aspect of deploying these strategies. Thus, students are repeatedly advised to identify key words and to avoid laboriously ploughing through the reading text tasks that they encounter in their IELTS exam practice. Bilingual readers, then, should supplement and enhance this repertoire of reading skills already at the disposal of the L2 learner.

The deliberate introduction of L1 into the modern EFL syllabus is not in fact an alien or entirely new concept. Hutchinson (1991) devised re-enforcement activities where students were required to translate target sentences into their L1 as a way to consolidate and internalize their learning experience of L2 input. Clearly, Hutchinson did not mean for the L2 teacher to have an in-depth knowledge of the learners' L1 (or, as in the case of multilingual classes, their L1s). His essential idea was that this stage of the learning process could become the responsibility

of each student after being initiated in the L2 classroom. I would envisage a similar approach to the use of bilingual readers in the context of the UAE University's foundation programme, where a learner would commence a bilingual reading activity in class and perhaps continue it outside the lesson as self-directed study.

Moreover, the system of bilingual auxiliary Peer Tutoring currently in operation at the University of the UAE writing centres could facilitate the introduction of bilingual parallel reading texts into the syllabus. Peer Tutors are students from various disciplines and majors, who are bilingual in English and Arabic, and who have been trained in teaching various parts of the UGRU English syllabus. In the Communications Programme of the UAE University, they primarily offer help and support to their fellow students with the L2 writing component of the English programme.

Difficulties in the Linguistic Systems of English and Arabic

Many language learners, even experienced ones, make the common mistake of assuming that there is somehow a one-to-one correspondence between their L1 and the target L2. However, Arabic and English can diverge considerably in terms of idiom, range and variety of vocabulary, and often in the rhetorical style with which they express certain genres.

Thus, I encountered confusion among my students when they first tried to comprehend English L2 texts in simultaneous combination with parallel L1 texts. They were often bewildered to find that the English and Arabic did not mutually correspond in a symmetrical, cognitively satisfying and reassuring way. This difficulty surfaced very quickly, so I was able to address it promptly by talking the students through it.

Challenges in Developing Materials

How might bilingual readers stand in the estimation of students of L2? The difficulties that they experience in coping with L2 reading texts and tasks can often demotivate them and cause them to shy away from reading in L2 altogether. I therefore consider that parallel texts should not only help students to overcome the linguistic demands of L2 texts, but that they should also contribute toward building their confidence in L2 reading.

Since the study aims to promote both the idea of extensive reading in English L2 (Day & Bamford, 1998) and to present texts that contain substantial quantities of L2 vocabulary, I chose ones that might lead my learners into establishing a 'thematic' routine of L2 reading. I therefore looked for suitable reading texts from popular local Arabic language newspapers. Those that I chose consisted of articles, usually between 600 and 1200 words in length that I subsequently translated into English.

In looking for texts that were both stimulating and relevant to my students, I selected articles that dealt with issues related to their personal interests and culture. Besides common topics such as the dangers of smoking or the importance of having a balanced diet, I covered topics of interest to the male students I teach, such as football, cars, and the popular televised Arabic poetry contest *Shaa'ir 'Ul-Malaayiin*. In addition to these, I included subject matter that would raise awareness about pressing current issues such as the place in society of people living with special needs, poverty, and the lot of migrant workers.

The successful use of bilingual readers involves considerable planning and development. With the further support of the bilingual Peer Tutors, the introduction of an extensive reading element into the syllabus, and the integration of these bilingual materials into the current CALL component of the UGRU programme, there is even more potential for their effective use by

teachers and learners. One outstanding incidental advantage is that they can easily be put together using desk-top publishing; the expense of purchasing these materials is not such a consideration as much as the allocation of time and effort needed to prepare and pilot them.

Using Bilingual Readers

Initial Preparation of the Bilingual Readers

In September 2010, I started to consider the idea of using some parallel texts in class with two groups of intermediate level IELTS preparation students on the UGRU programme. However, I was uncertain about the reception that my students would give these. Would they, for instance, perceive texts that featured the use of their own language as irrelevant to the task of studying English? I asked my students about their attitudes towards the use of L1/L2 parallel texts, and on the strength of their initial favourable response, I set about drafting the materials that I subsequently piloted with them.

I selected ten texts from the UAE daily Arabic newspaper 'Al-Imaaraat 'Ul-Yawm and translated them into English. These translations from the Arabic served as the target texts, i.e. they were accompanied by comprehension exercises, and other tasks focusing on key vocabulary items occurring in L2. Other consolidation exercises involved structured writing exercises in which the students were required to come up with their own L2 sentences using some of these vocabulary items. In addition to these, I also devised summary completion tasks. The principle behind these intensive tasks was to focus students' attention upon the process of L2 reading, and thus to give them the feeling of gain and progress in their learning.

With my students I piloted three texts of the ten I had prepared. Initially, the students were somewhat uncertain about how to go about reading them. For example, some of the students thought that they had to read and laboriously compare the English and Arabic texts simultaneously to be able to complete the comprehension tasks. Consequently, I had my students complete the tasks without the Arabic text to hand; after they had finished the tasks, I would then allow them to look at the Arabic text to check their understanding and to clear up any remaining difficulties or doubts they still had over the English text and tasks. These modifications ensured that the students did not resort to the accompanying Arabic text as a mere gloss. Above all, in the future I hope the students will come to view the tasks as a variety of L2 reading comprehension activity, an exercise eliciting their interaction with the target text and not as one functioning as a crude drill in scanning to find equivalent meanings to L2 vocabulary in the Arabic. I observed over the course of my pilot testing of the materials that the students became less inclined to view the exercise as a kind of glorified translation exercise once they had become more used to my procedure for reading the texts and doing the tasks.

An Example of Bilingual Reading Materials in Use

After I had gradually accustomed my students over the course of the semester to the concept of bilingual reading texts, I conducted a closer survey of their reactions to the bilingual reading materials. In this, I gave 40 of my students an IELTS-style reading task relating to an article on the apparent health benefits of meditation (Hyman, 2010. See Appendix A). I did not inform my students that they would later have the chance to read an Arabic text on the same subject of the English article to help them check their comprehension of the English-language article. At the outset, then, the task ostensibly appeared to the students as a typical IELTS exam reading practice.

My principal aim for my students in this activity was for it to serve as a confidence-building

activity, one that might help them to carry out IELTS reading exam tasks while delivering them from the debilitating uncertainty that these reading comprehensions can so often induce. This consideration took precedence over the concern that the students would tend to use the Arabic text as a gloss. In addition to this objective, I wanted above all to know the students' views about dealing with unfamiliar L2 vocabulary under pressure (as well as their general ideas on the value of bilingual texts in their language learning).

The Arabic text (Anonymous, 2010) was a briefer account of the topic discussed in the English one. However, it contained all the technical terms that occurred in the English one, e.g. telomeres (تيلوميريس), telomerase (تيلوميريس), enzyme (إنزيم), and was coincidentally also a convenient summary of the L2 article's topic. At the same time, it did not contain certain key information that was only to be found in the parallel English text, and which was necessary for completing the comprehension tasks. While the learners could have the experience of doing an L2 reading task without the distracting factor of difficult L2 vocabulary, they would also have a chance to build their own understanding of the L2 text, and subsequently to compare and revise this after their reading of the L1 text.

After the students had spent 15 minutes on the comprehension activity, I had them put their reading text and comprehension questions away. I did not inform them of the reason for this as I wanted them to come totally unprimed to the next stage of the activity, the reading of the Arabic article on the same topic. Having distributed the Arabic article to my students, I then allowed them to read it for 3 minutes. During this time they were not allowed to take notes or to refer to the L2 text or L2 comprehension tasks. I finally collected in the Arabic text, and allowed the students to look once again at the L2 text and comprehension task, and to spend five minutes checking their initial answers and revising them where necessary.

Appraisal

At the end of the comprehension exercise, I gave my students a survey consisting of six questions on their opinion of using bilingual texts in this particular activity and in general (Appendix B). The majority of students indicated that they regarded studying L2 simultaneously with L1 input as being appropriate and beneficial. This actually was contrary to my initial expectation as I felt that some students might have particular objections to the use of their L1 in their L2 learning: this is borne out by one student who responded:

Sometimes it helps, and sometimes it doesn't... If I can read everything in Arabic, I will not read the English article, and then I will not learn any new word or skills.

In contrast to this view, the majority of the students' responses conveyed the distinct impression that they welcomed the idea of using L1 in conjunction with L2. Thus, with regard to the use of bilingual texts for actually learning English vocabulary, the following responses were fairly typical among this admittedly small sample of students.

It can help us to understand the article and to improve knowledge about new difficult English vocab.

It will help me to learn more vocabulary.

[It will] help us to improve our reading skills.

It will help me to have more information, and it will help me to know more English words.

I will learn many words' meanings.

Not all the students saw the use of bilingual texts as a potential means for actually learning L2 vocabulary. Some simply regarded the availability of the L1 text as being primarily a gloss to deal with problematic items of vocabulary so that they could continue reading, a use mentioned by Williams and Dallas (1984):

The best way is to translate just difficult words.

I can see the Arabic article if I don't understand any words in English.

Responses such as these suggest, then, that further enquiry should perhaps focus on how learners view their encounters with items of vocabulary in their L2 reading. Do students perceive them as opportunities for the enrichment of their L2 vocabulary, or simply as occasions of difficulty to be overcome with the aid of a convenient crib? As the following responses seem to indicate, the availability of the Arabic text was more a support, something to give learners added confidence in tackling challenging L2 texts:

When I read the exercise in Arabic before English, it makes it easier, because there are many words we don't understand.

[It] helps me to know what the article is talking about, and you understand all the vocab.

Some words in English are very difficult to understand, so it's much better to read the reading in Arabic to help you get all the information.

It helps you to understand all the subject, because some words are very hard to write or understand, so that really helps.

In English some words make me think too long.

It's good because we can understand when we learn both with English and Arabic.

In these responses, learners identify lack of knowledge of L2 vocabulary as a source of difficulty in their L2 reading. Ideally, however, the parallel text should be seen as a site for the acquisition of the lexical 'seed capital' that might encourage learners such as my foundation programme students towards achieving a dynamic and self-sustaining vocabulary proficiency, one sufficient for reading the kinds of sophisticated texts they will regularly encounter in their future studies.

My students' reactions to the experience of doing bilingual reading activities was evidently positive enough to encourage the idea of further research into the use of these materials and their likely benefits for L2 vocabulary acquisition. Of course, it is necessary to emphasize that an exam-style comprehension task that actively encouraged the students to use the L1 text as a resource for clearing up difficulties over the L2 vocabulary is by no means a sufficient basis for discussing L2 learners' use of the bilingual texts for the purpose of actually learning vocabulary and deploying this knowledge in future reading tasks.

Consequently, it is impossible to predict with any certainty just how typical their reaction might be in comparison with a larger cross-section of other English L2 learners following similar courses. Therefore, I qualify all my present observations with the proviso that my enquiry into the use of bilingual readers serves as a prelude to more extensive research. This enquiry has been of most value to me in helping to define the essential questions that I might seek to address in this

potential area of research. Those questions are over the appropriate and effective methodology to use with bilingual materials, and the linguistic basis for a consideration of L1/L2 interaction in L2 vocabulary acquisition.

While I anticipate that bilingual materials can deliver enhanced opportunities for acquiring L2 vocabulary and lexicalized grammar, the issue most at stake is how they can best be used to promote this goal. I envisage that the likely effectiveness of bilingual readers is most attainable within an extensive L2 reading programme (one that is for the time being not part of the current UGRU English programme). Another crucial factor in the materials' success is the availability of Peer Tutors, whose participation might offer even more scope for their implementation and enhancement.

Methodological and Linguistic Principles

The process of conducting my enquiry has opened up a spectrum of more fundamental issues and questions, ones beyond its initial modest scope. Unless these questions are addressed appropriately, then the production of bilingual materials may offer little more than some fortuitously useful learning aids, the by-product of an unprincipled approach to the students' goal of L2 acquisition.

The first area for attention is the methodological foundation for the prospective use of bilingual materials:

- Would the attainment of greater expertise in bilingual vocabulary knowledge be at the expense of metacognitive skills of reading?

Conversely:

- How will increased knowledge of discrete L2 lexis boost those familiar top-down strategies and skills typically deployed in L2 reading classrooms?
- Can greater bilingual vocabulary knowledge and strategies enhance these notional processes and enable our students to do more when extracting the meaning of L2 texts?

Complementing these questions over the appropriate methodological approach to take is the need to set any investigation within a context of rigorous theoretical psycholinguistic principles. The first question to consider on this account is:

- How does the students' L1 interact with L2 in their learning strategies and in their acquisition of L2?

Intuitively, the assumption that learners are deploying their L1 system in combination with their L2 appears plausible. However, alongside the need to establish this, there is also the necessary consideration of how the learner's L1 affects the acquisition of L2 (Kong, 2006; Seng & Hashim, 2006). In the context of the current discussion, this broad psycholinguistic consideration is reduced to a yet narrower point of focus:

- In the process of learners practising the L2 reading skill through their use of the bilingual materials, how is distinct bilingual vocabulary knowledge deployed by the learners as they encounter challenging lexis in their subsequent L2 reading?

Overall, bilingual reading texts offer an interesting new context for a reconsideration of the long-

standing debates of linguistic and psycholinguistic theory - insistent questions that are hard for teachers to ignore as they observe and consider how their students go about their L2 reading tasks.

Conclusion: From Enquiry to Research

In the short period that I have conducted my enquiry, I have observed that bilingual reading materials suggest an interesting and promising language learning asset. Notwithstanding my dependence at this early stage on a small sample of informal student reactions, my experience of this enquiry has encouraged me to conduct a more systematic investigation into the role of bilingual reading materials in promoting learners' L2 vocabulary acquisition.

Bilingual readers have the supreme advantage of offering concentrated and copious examples of text for comparison, or informal contrastive analysis, something that all learners do when studying a second language. This consideration of the status of the bilingual reader is perhaps timely, especially as CALL brings with it new pedagogical opportunities and challenges, such as instant translation scanning devices. Traditional bilingual readers stand in virtuous contrast to the pedagogical chaos so often wrought by this gadgetry.

With regard to these fundamental aspects of methodology and theory, the specific topic of bilingual materials offers a new platform for research both into the role of the learner's L1 in the L2 acquisition process, and into issues of the contemporary L2 syllabus. It is these questions, then, that will define the context for any further research that I envisage conducting into the use of bilingual reading texts and learning tasks, and their relation to L2 vocabulary acquisition.

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Appendix A

English L2 Reading Task

(Text adapted from an article by Harvey Hyman of Lawyers' Wellbeing (2010) and accompanied by examples of IELTS-style comprehension questions)

INTENSIVE MEDITATION TRAINING INCREASES THE LIFESPAN OF HUMAN IMMUNE CELLS

- A.** Clifford Saron, Ph.D., a research scientist at the University of California Davis Center for Mind and Brain, leads the Shamatha Project, one of the first long-term, statistical studies of the effects of intensive meditation on the mind and body. His student Tonya Jacobs and Nobel Prize winner Elizabeth Blackburn, Ph.D., (the professor of biology and physiology at UCSF Medical Center who discovered telomeres and telomerase) have just co-operated with him on a paper, which investigates the effects of intensive meditation training on the human immune system. The paper was published on October 29th, 2010.
- B.** Telomeres are sequences of DNA. They are located at the end of chromosomes. These chromosomes get shorter every time a cell divides. When telomeres drop below a critical length, the cell dies. Telomerase is an enzyme, or biological molecule, that can repair, rebuild, and lengthen telomeres. Telomerase activity level is associated with telomere length. Dr. Blackburn's work has shown that human lifespan is directly related to telomere length, and that telomere length is influenced by genes, environment, and telomerase activity. How much stress a person suffers and how well or poorly he reacts to stress are two factors in telomere length.
- C.** In this study 60 people went to a meditation center in Red Feather Lakes, Colorado, USA. Thirty participants took part in intensive meditation training, while the other thirty (called the control group) lived at the center but did not participate in the training. The meditation group and the control group were matched according to age, gender, education, and past meditation experience.
- D.** At the end of the study the scientists found that telomerase activity was one-third higher in the white blood cells of meditation training group members than in control group members. How come? Dr. Saron said that meditation does not directly increase telomerase activity. Rather, meditation enhances psychological wellbeing by decreasing neuroticism (negative emotions, or bad feelings) and by increasing mindfulness (the ability to observe one's surroundings in a positive way).
- E.** According to Dr. Saron intensive meditation training protects telomeres from stress by building psychological health. Special statistical analysis of the data showed that by increasing mindfulness and a sense of purpose, intensive meditation training increased people's sense of control over their lives and decreased their bad emotions. The effects of these positive feelings were behind the increased telomerase activity seen in the meditation group. Intensive meditation training lengthens the lives of white blood cells, because it increases psychological wellbeing and increases telomerase activity level. Consequently, healthier immune systems are created in the body. This contributes to human health and longer life.

Scanning Practice

Write short answers to the following questions.

1. Which two people worked with Clifford Saron?
2. What two substances did Nobel Prize winner Elizabeth Blackburn discover?
3. When was Clifford Saron's paper published?
4. What are telomeres?
5. When do chromosomes get shorter?
6. When does a cell die?
7. What does telomerase do?

Matching Paragraph Headings

Write the letter of the paragraph (A-E) in the article that corresponds to the paragraph headings below. (Careful – there is one sentence that does not relate to the paragraphs.)

1. _____ Findings about the effect of intensive meditation training
2. _____ Two groups studied for the effects of meditation
3. _____ A study by three scientists
4. _____ Two biochemical substances that affect a person's lifespan
5. _____ The relationship between education and meditation
6. _____ Statistical analysis of the findings

True/False/Not Given

Answer the following questions T (True), F (False) or NG (Not Given).

1. _____ Tonya Jacobs won a Nobel Prize.
2. _____ Elizabeth Blackburn launched the UCSF Medical Center.
3. _____ The paper has been published in several journals since October 2010.
4. _____ Stress plays a key role in the length of telomeres.
5. _____ More than 50 people took part in the study.
6. _____ Everyone who took part in the study did meditation training.
7. _____ Meditation directly increases telomerase activity.
8. _____ Mindfulness is a positive activity.
9. _____ Increased psychological health can protect telomeres from stress.
10. _____ Positive emotions, not meditation, increase telomerase activity.

Summary Completion

Complete the summary with words from the box. Three words are not used.

repaired	protect	more	training	chromosomes
control	short	long	meditation	

Telomeres are located at the end of 1) _____, which are in the human body's cells. These cells eventually die when the telomeres become too 2) _____. However, the telomeres can be 3) _____ and improved by a biological molecule called telomerase. Dr. Elizabeth Blackburn discovered that telomere length is relevant to how 4) _____ humans live. Positive emotions brought about by meditation 5) _____ telomeres from stress. Less stress means 6) _____ activity of telomerase, the biological molecule that helps to build and repair telomeres.

Appendix B

Survey Questions - used to elicit students' reactions and evaluations of the bilingual IELTS-style comprehension activity.

Survey

1. Do you think the subject of this IELTS reading exercise is a difficult one to understand? Why or why not?
2. Did you understand this reading exercise better after you read the article in Arabic?
3. Do you think that you would have understood the reading exercise better if you had read the Arabic article before you did it?
4. Would you like to have more articles that are in both English and Arabic? Why or why not?
5. In what way do you think it would help you to learn English if you had English articles side by side with the same articles in Arabic?
6. In what ways do you think it is not helpful to have the articles in Arabic alongside the same articles in English?