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**An Analysis of Algerian Learners and Teachers'
Beliefs and Use of Mother Tongue in EFL Classroom
A Case Study of Secondary Schools in Algiers**

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An Analysis of Algerian Learners and Teachers' Beliefs

and Use of Mother Tongue in EFL Classroom

A Case Study of Secondary Schools in Algiers

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I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date October, 2018

Signed

Dedication

This work would not have been completed without the loving support of so many people.

- To my parents, source of my existence and success in life. May Allah bless them and grant them long life and good health.
- To my husband who has always supported and encouraged my academic life.
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Abstract

The focus of this study is to describe, explore, and analyze both Algerian secondary school learners and teachers' use of Algerian Arabic in EFL classroom. It also aims at detecting the different situations that necessitated and still necessitate the implementation of the learners' mother tongue in two public secondary schools in Algiers (Mohamed Hajress and Rabah Bittat secondary schools). In order to respond to the four research questions on the amount and situations of L1 use, the data was collected from 138 learners and 3 teachers. The data tools for this study consists of questioning learners, interviewing language teachers separately and then observing them in their classrooms. The findings revealed that the language learners and teachers favor the use of L1 in 'handful' situations and believe it to be an aid for comprehending difficulties, checking learners' understanding and clarifying ambiguities. They all wish it not to be used in giving instructions or explaining grammar. The findings also indicate that both foreign language learners and teachers agree that learners' mother tongue should not be completely excluded from the language classroom. They are quite aware of the necessity of maximizing L2 without denying the importance of L1 as a language aid. The study unveils the belief that the mother tongue in EFL classroom can facilitate comprehension and provide learners with a sense of belonging. It also helps in distressing the learners by creating a comfortable atmosphere while forbidding it from the language classroom may create a frustrating feeling which impedes learners' positive achievements. The study concludes that the mother tongue becomes inevitable in EFL context when learners and teachers speak the same language and share the same cultural background.

Key words: L1 (Mother tongue, First language), L2 (English), Foreign language, LLS

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List of Abbreviations

ALM	Audio Lingual Method
CBA	Competency-Based Approach
CCL	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
L1	First Language
L2	Second/ Foreign Language
MT	Mother Tongue
T	Teacher

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GENERAL INTRODUCTION

General Introduction

Throughout history, many language-teaching and learning methods emerged regarding the contentious and hotly debated issue of whether to use or refute the learners' mother tongue in EFL classroom. Some encouraged the use of L1 on the basis that it makes learning more effective and helps achieving the teaching goals while others discouraged it and regarded it as a real obstacle for the learning process. Indeed, for many years, both teachers and students have been encouraged not to resort to their mother tongue in the language classroom.

Statement of the problem

In a quest to promote the foreign language learning in Algeria, a new approach was introduced by the educational authorities: it is the Competency Based Approach (CBA) in 2003. The new teaching paradigm is necessary because Algeria, like other countries, is affected by what is known as Globalization which imposes the development of the learners' communicative skill along with many other skills that are necessary in real life situations. In CBA, the learner develops different skills that are closely tied up to outside the classroom environment. Thus, the Competency-based approach (which is a functional approach) was adopted as a result of the educational reform which required its introduction so as to prepare learners to make use of their knowledge and be competent in real life situations. CBA gives importance to the outcomes of learning in that the teacher becomes more interested in what the learner is expected to do and not what he is expected to learn. This outcome-based approach was adopted in Algeria so that learners become competent users outside the classroom.

Nowadays, the world is witnessing rapid changes in social life and more importantly in the field of education. Therefore, knowing a language becomes a chief requirement of today's society. CBA has been implemented in Algeria so as to help the Algerian learner think and act autonomously in real –life tasks.

Two different approaches emerged in relation to L1 use in EFL classes. On the one side, it is believed that L1 should be used in EFL classrooms with the opinion that L1 use reduces anxiety which helps students learn better (Auerbach, 1993). On the flip side, the benefits of teaching English through English are emphasized and proponents of the use of the monolingual approach emphasized that the more students are exposed to the target language, the better their performance in the target language will be (Ellis, 2005). As a matter of fact, some teachers tend to adopt a monolingual approach in the classroom because L1 is regarded as a negative mediating force that eventually hinders the process of L2 acquisition (Krashen,1981), while others adopt a bilingual approach and consider that the use of the mother tongue in the English classroom assists and aids the learning process on the basis that learners need a support of the mother tongue in English classes as it has a facilitating role in second/ foreign language classroom. Algerian teachers find themselves in a difficult situation. Indeed, one of the continuing debates among Algerian language teachers is whether or not the mother tongue use is both beneficial in foreign language classroom and effective in achieving the teaching goals and to what extent it can be justifiable.

Aim and Significance of the Study

During my long experience of teaching English as a foreign language in Algerian public

secondary schools (1992 - 2014) I have adopted different approaches and methods to teaching English and I found myself in situations which imposed the use of the mother tongue so that my learners understand better. I have noticed that the implementation of the learners' mother tongue which is also mine was a great opportunity to raise their awareness on the cross-linguistic comparison and allowed me to open discussions of cross-cultural issues. I also noticed that using the mother tongue reduced the learners' anxiety and made them feel more relaxed.

It is uncontroversial that the best way to learn a foreign language is by being exposed to it most of the time without any interference of the mother tongue, but not all learners can have this opportunity. Therefore, they do their best to learn and acquire the language. In Algeria, French is taught as the first foreign language and English as the second. Algerian learners at both middle and secondary school are not exposed to direct native speakers of English. As a matter of fact; the language teacher remains the lonely and chief learning aid that gives them the opportunity to learn the language.

The focus of this study is to describe and explore learners and teachers use and opinion of the mother tongue in EFL classroom. L1 use can be accessible in many instances in the ongoing lesson, but does it negatively or positively affect the target language and why?

On the ground of my previous research (magister dissertation) entitled: Retention and Attrition in EFL Vocabulary Learning. A Case Study of Final Year Secondary School Learners, students participating in the study were found to favor the use of both strategies 'bilingual dictionary' and 'translation' to enlarge their vocabulary, improve their lexical competence and by the same token their communicative competence.

Therefore, an intense interest in investigating the use of L1 arises. And since the issue of using L1 in L2 classrooms has grown in importance in light of recent research, I am

motivated to undertake more investigations on students and teachers 'use of the mother tongue in various linguistic situations. Indeed, my aim in this thesis is to attempt to explore the subject matter from the standpoint of both theory and practice but focus more on practice in order to gain more knowledge on the issue by analyzing the different uses of L1 and to what degree the use or non-use of the mother tongue is believed to affect the learners' progress in the target language acquisition.

Algerian Socio-Linguistic Background

Algeria is a nation where many languages are at work and at stake. In Algeria, three languages prevail: Arabic, Berber and French. Arabic is divided into formal Arabic and informal or Algerian Arabic.

Formal Arabic is called Classical (or Standard Arabic). It is the language of the Quran and it is common to all Arab countries. Formal or classical Arabic is used in formal situations but not in everyday life or at home. It is used in political and religious speeches. It is also used in education and learned at school along with French as a second language. Classical Arabic has been recognized by the Algerian constitution as being the official language of the country since 1963.

Algerian Arabic (or Derja) is a multitude of geographical defined forms of Arabic. It is a variety derived from the Arabic language and is used in informal situations. The Algerian spoken in Algiers is different from the Algerian spoken in Oran, Jijel, Telemcen and many other regions. In addition to Tuareg in the Sahara, Chaoui in the Aurès region, Kabyle in Kabylie and other dialects. Algerian Arabic contains a great number of loan words taken from French as a result of the long period of colonialism. According to socio-linguists, this variety is labeled L (low) as opposed to H (high) variety. The L

variety is, therefore used in informal situations while H is used in formal ones. Berber is also a language which has its own regional dialects and different varieties. The constitutional amendment declared Berber a national language in 2002 and an official language in 2016.

French has a significant role in the Algerian society and it is employed by many people in their social and everyday life as most of them comprehend it. French became a second language due to long colonialism. Indeed, the French language has imposed sociolinguistic features on the Algerian Arabic; such features as code-switching and borrowing. English language stands as a foreign language used only in the classroom and a mandatory subject in the middle and secondary schools.

As a matter of fact, Algerian Arabic and Berber are the two mother tongues of the overwhelming population.

For the exigencies of my research, and because it is undertaken in Algiers (the capital of Algeria), the ‘mother tongue’ in this study refers to the Algerian Arabic. It should be noted that the language of instruction in schools is Arabic. So, all learners master it even those whose mother tongue is Berber. If Berber is used for explanation in classes, some learners may not understand whereas Arabic is understood by everybody. Concerning the terms, ‘Mother Tongue’, ‘First Language’, ‘Native Language’, Arabic and ‘L1’, these are used interchangeably to essentially mean the same (the dialect or the Algerian Arabic).

In sum, this research is undertaken in order to describe and explore both teachers and learners’ beliefs and use of the mother language in EFL context and to investigate whether or not the use of the students’ mother tongue in the language classroom by the instructor or the learner facilitates the learning of a foreign language or hampers it and therefore, to support or oppose the belief that L1 can assist and aid the learning of L2

My present study is aimed at all language teachers who do not know when and how to use the mother tongue and who are torn between the exclusive use of the target language and the limited use of the learners' native language. Hopefully, this study will provide them with some suggestions that can help them solve this everlastingly dilemma.

Research Questions:

When reflecting deeply on the use of the mother tongue in EFL context, I started wondering whether or not the use of the learners' L1 is effective. While some learners and teachers seem to favor the use of their mother tongue in their learning/ teaching process, others show disagreement and believe that English should be learned and taught through English. Thus, two objectives emerged for this study. The first objective in this research is to know whether Algerian learners have a positive or negative attitude in relation to the use of L1 in foreign language classroom. A second objective is an intense will to know the situations where L1 is used inside the language classroom and find out if the use of the mother tongue can assist learners in their learning process.

Hence, the issue of the present study is going to examine both teachers and learners' beliefs on the effectiveness of the use of the native language in EFL context and whether or not their use of the mother tongue in the language classroom impedes the learning of the foreign language (in this context English) or can make it easier. The present study is indeed, an attempt to find answers to the following questions:

- 1-When and how frequently do learners use their mother tongue in EFL classes?
- 2-What do the learners think about using the mother tongue in EFL classes?
- 3-In what situations do teachers use the mother tongue?

4-What do the language teachers think about using the mother tongue in EFL classroom?

In an attempt to answer these questions we advance the following hypothesis:

Hypothesis one: In the light of my twenty years of teaching experience in secondary school and from what I have read about the recent studies undertaken in this field, I hypothesize that secondary school learners and teachers would show a general positive attitude towards the use of the mother tongue. I believe that our learners would ‘appreciate’ the use of it. Both teachers and learners would believe that L1 should serve as scaffolding that may help remove any barrier. It is a pedagogical device that favors the teaching goals and may ameliorate the learners’ competence.

Hypothesis two: Using L1 in foreign language classroom reduces learners’ ability to perform and communicate well in L2.

Structure of the thesis

The thesis comprises six chapters, a bibliography and appendices and will take the following structure:

Part One is concerned with the “Theoretical Consideration” and deals with three chapters:

Chapter one is called “Methods of Foreign Language Teaching” and aims at describing the use of the mother tongue in foreign language classroom. The chapter presents the different methods involved with L1 and highlights linguists ‘attitude to L1 use in EFL classroom. The critique of some theorists and researchers of both the monolingual and bilingual approach is highlighted along with the compromise.

Chapter two expands on the theory of second/ foreign language learning and language learning strategies. The various theories of foreign language learning are discussed along

with the different learning strategies. The taxonomy of Rubin (1987), O'Malley (1985) and Oxford (1990) are taken into consideration and special emphasis is given to mother tongue as a learning strategy in language learning classroom. The chapter ends with a presentation of empirical studies on students and teachers' belief on the use of L1 strategy in L2 teaching and to L2 learner and motivation.

Chapter three discusses the concept of bilingualism and code-switching in foreign language classroom. The native or non-native English speakers' teachers are tackled. In addition, language and culture is discussed.

Chapter four reviews the design of the study and the data collection instruments along with the pilot study. The results are included in chapter five where the data collected is presented, analyzed and discussed both quantitatively and qualitatively.

Finally in chapter six, the findings are presented and summarized along with their pedagogical implications and future researches are suggested. Moreover, the limitation of my research will be defended so as they can be lessened in future research and useful suggestions on the use of the mother tongue in EFL classroom are given.

CHAPTER 1 :
METHODS OF FOREIGN
LANGUAGE TEACHING

Introduction

This chapter tries to provide an overview of the existing literature available on the various aspects of both Monolingual and Bilingual approaches in Language teaching.

For more than a hundred years now, different teaching methods emerged representing conflicting views and controversies on the issue of foreign language teaching. The use of the mother tongue (L1) in EFL context has witnessed constant hot debate and struggle between those who endorse the use of L1 in L2 instruction and those who oppose the use of it. Teachers are torn between the necessity of using only the target language (as some considers the use of the mother tongue professionally unapproved), and the need to use the mother tongue as it is sometimes necessary, useful and effective.

Arguments calling for the use of L1 as a medium of instruction on the one side and those who advocate ‘maximum’ exposure to the target language on the other side in EFL classroom are countless. As a matter of fact, some professionals and researchers have endeavored to find a judicious compromise to resolve the issue owing to the fact that both situations offer a variety of opportunities for the L2 learner as they ‘coexist collaboratively’ .(Turnball, 2001)

A brief look at the widespread opposition between the opponents and proponents of an English-only policy and the issue of L1 use in language classroom will be looked at from a historical view point.

1-Survey of Methods in Language Teaching

Owing to the overlapping principles in the last two centuries, teaching methods have been grouped by language teaching theorists under different Teaching headings. For instance, Dodson (1967) suggested four categories namely: the Indirect Method, the Direct Method, the Eclectic Method and the Bilingual Method. Rivers (1968) proposed three categories: The Grammar-Translation Method, the Direct Method and the Reading Method. Stern (1983), on the other hand, divided the various methods and approaches into those which are ‘intra-lingual’ and those which are ‘cross-lingual’.

As far as the ‘intra-lingual’ are concerned, these are characterized by:

- a- Particular emphasis on L2.
- b- The separation of L2 from L1.
- c- The prohibition of translation.
- d- Teaching via the target language.
- e- A focus on co-ordinate bilingualism.

‘Cross-lingual’ approaches involve:

- a- The intensive use of L1.
- b- Comparison between the mother tongue and the target language.
- c- Believing heavily on the positive achievements of compound bilingualism.

(Stern, 1983:270)

The history of the use of the mother tongue in EFL classroom shows regular changes of attitude (Auerback, 1993:12). Centuries ago, bilingual teaching was the ‘norm’ and

teaching was based on translation because priority was given to the written word above the spoken one. That's why, students and teachers were allowed to use L1 to study and teach L2. Hence, the Grammar- Translation Method.

a- Grammar-Translation Method

The Indirect Method or Grammar- Translation Method was built up in the 18th century but was advocated before by Roger Ascham in the 16th century. Before Grammar-Translation Method was developed, foreign language learning was mainly based on the teaching of Latin and Greek. These were taught by adapting the Classical Method which focused on “grammatical rules, memorization of vocabulary and of various...conjugations, translation of texts and doing written exercises” (Brown, 2000:13). Prior to the twentieth century, the Classical Method came to be known as the Grammar- Translation Method. It is the oldest approach used in EFL context. The Grammar- Translation Method gave importance to the teaching of literary texts and rhetoric and focused on the manipulation and memorization of the rules of grammar. It aimed at developing the learners' lexis through the use of translation which was used as a teaching procedure (Milliani, 1992). Learners were asked to learn by heart and memorize long lists of bilingual 'vocabulary equations' without necessarily knowing how to use them appropriately in real life situations which shows that little or no attention was given to preparing learners to use the language for communicative purpose. Hence, the two skills 'Reading and Writing' were given high priority while 'Listening and speaking' were completely ignored which suggests that accuracy was given importance at the expense of fluency. Considering the use of the mother tongue, learners in this method were extensively exposed to it through their teachers who used it to greet them, explain

grammar, and clarify ambiguous or difficult items. The mother tongue was used even when assigning homework. This method encourages teacher-centeredness and “keeps the students under the teacher’s control” (Miliani, 1992:12), which caused learners to be completely demotivated.

In Grammar- Translation Method, learners were taught foreign languages in order to be able to read literary masterpieces since “learning a foreign language was seen as a cultural enrichment” (Miliani, 1992:5)

Celci-Murcia (1979:3) summarizes the main characteristics of Grammar Translation Method:

- 1- Classes are taught in the mother tongue, with little active use of the target language.
- 2- Much vocabulary is taught in the form of lists of isolated words.
- 3- Long explanation of the intricacies of grammar are given.
- 4- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5- Reading of difficult classical texts began early.
- 6- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7- Often the only drills are exercises in transplanting disconnected sentences from the target language into the mother tongue.
- 8- Little or no attention is given to pronunciation.

b- The Reform Method

The ‘departure’ from the use of the mother tongue (translation) began when the

Reform movement of teaching emerged in 1882 and later the Direct Method. The Reform Movement is associated to great Linguists and Phoneticians of that time namely: Wilhelm Viëtor and Hermann Klinghart in Germany, Otto Jespersen in Denmark and Henry Sweet in Britain (Cook 2010:4). These influential people published works emphasizing the importance and need of a new approach to language teaching and rejecting the Traditional Grammar Method. Thus, William Viëtor (1882) published his pamphlet *Der Sprachunterricht muss Umkehren* (Language Teaching Must Start Fresh) and Hermann Klinghart (1892) wrote *Ein Jahr Erfahrungen mit der neuen methode* (A Year's Experience With the New Method). Later, Henry Sweet (1899) published The Practical Study of Language . This was followed by Otto Jespersen's (1904) How to Teach a Foreign Language (Howatt, 1991)

Proponents of the Reform Movement stipulated that speech must be given priority through extensive oral activities in the classroom. In addition, correct pronunciation was considered of extreme importance and thus teaching phonetics transcription was strongly recommended. However, a limited use of the mother tongue was allowed while dealing with difficult lexis or grammar points.

In the 19th century and beginning of the 20th century, and due to the impact of mass migration particularly from Europe to America, an emphasis on the spoken word began to be noticed. Learners were no more feeling that they were learning a foreign language. The mass migration pushed teachers into avoiding L1 and using only the target language because students were no more sharing a common L1 as they came from different countries in Europe. Learners' L1 was, therefore, excluded from language classroom as

both teachers and learners found themselves in an obligation to use only L2 as the medium of communication.

Gouin and Berlitz are considered as the two first reformers in the field of language teaching. Gouin (1880) decided to learn German. He therefore memorized a table of 248 irregular German verbs along with German grammar books in no more than ten days, but unfortunately he was unable to understand or engage in a conversation (Brown, 2000). However, after observing his three years-old nephew, Gouin concluded that “language learning is primarily a matter of transforming perceptions into conceptions” (Brown, 2000: 44). It is believed that the ‘history of modern language teaching’ has started in the late 1800 with the French teacher of Latin François Gouin. Gouin believed that learners learn a foreign language just as children learn their first language; that is, in a ‘natural’ way. In other words, L2 learning has to be like the L1 learning. A generation later, Berlitz established the Direct Method.

The principles advocated by the Reform Movement were soon afterwards elaborated into ‘strictly’ monolingual teaching methodologies, established especially by the Berlitz language schools, which is called today the Direct Method. Therefore, the Monolingual Approach evolved through the Direct Method.

c- The Direct Method is associated with names like Gouin (1831-1896), Sauveur (1826-1907) Palmer (1877-1949), and Berlitz (1852-1921). However, the ‘Naturalistic’ approach of Gouin was not approved immediately. It was until the turn of the century that the Direct Method witnessed a great popularity (Brown, 2001). The principles of the Direct Method and Gouin’s method were identical and based on “lots of oral interaction, spontaneous use of the language, no translation between the first and second language

and little or no analysis of grammatical rules" (Brown, 2001:21). Gouin is considered to be the first to condemn the use of the mother tongue in the language learning classroom on the basis that the target language is effectively learnt through extensive use of the language without any translation. The Direct Method focused on 'taught language only' policy and considered the use of the mother tongue an 'illegitimate' practice (Brown, 2001). It is characterized by a total refusal of the use of L1 and translation and considers second language learning as 'similar' to the first language learning on the basis that one learns his own language by simply being exposed to it without any intermediary. Thus, classroom instruction was conducted only in the target language. This method's name comes from the fact that the meaning of anything said in the target language should be conveyed and explained through the direct use of visual aids and demonstrations (not translation or explanation) and also "direct association of foreign language material with the objects and actions" (Miliani, 1992:19). Moreover, it aims at building up communicative skills through lots of oral interaction and spontaneous conversation in the target language. An emphasis is put on pronunciation. Grammar is not taught deductively but rather gradually and inductively through different activities. The aim of teaching instruction is to actively involving the learner in using the language in real life situation; that's why, learners were 'pushed' into using the target language all the time.

The basic principles of the Direct Method are well summarized by Brown (2001:21):

- 1- Classroom instruction was conducted exclusively in the target language.
- 2-Only everyday vocabulary and sentences were taught.

3-Oral communication skills were built up in a carefully graded progression organized around questions and answers exchanges between teachers and students in small, intensive classes.

4-Grammar was taught inductively.

5- New teaching points were taught through modeling and practice.

6- Concrete vocabulary was taught through demonstrations, objects, and pictures, abstract vocabulary was taught by association of idea.

7-Both speech and listening comprehension were taught.

8-Correct pronunciation and grammar were emphasized.

It is worth noting that the Direct Method has been known and more practiced in private language schools than in public ones. Therefore, learners of the private schools were known to be more motivated and had the great privilege and opportunity of having native speaker teachers. This method presents some disadvantages among which:

Firstly, it makes great demands on the gifts, energy and spontaneity of the teacher.

Secondly, only able and highly intellectual students benefit from the method.

Thirdly, it is time consuming.

Fourthly, it proves to be disappointing in examination.

(Miliani, 1992:20)

In addition, this method pushes “the student into expressing himself too soon in the foreign language in a relatively unstructured situation” (Rivers, 1968:20)

It should be mentioned, at the end, that this method has had a great influence on the different methods and approaches which were developed later and which all focused on the use of L2 alone. Such methods as Audio-lingualism, the Situational Language teaching, the Natural approach and also the Communicative language teaching (CLT) in the 1990s.

It is worth noting that the Audio-lingual method banned the use of L1 while the Communicative approach accepted (to some extent) the use of the students' native language and even translation whenever deemed necessary and effective.

Some theorists, among them Dodson (1967) favored the 'Bilingual Method' which stipulates the importance of making use of both cross-lingual and intra-lingual elements because what is important for true bilingualism is "the ability to jump easily from one language to the other" (Dodson, 1967:280)

d-The Audio-Lingual Method (ALM)

Audio-lingualism is an 'oral-based' approach. It emerged at the end of 1950s when people began to think that learning a foreign language was identical to learning new habits. That's why, its major ideas were based on the principles of behaviorist psychology which stipulates that language learning is a habit formation and that teaching is basically dependent on the mimicry drill and memorization of sentences. Learners learn through repetition. The lesson starts with a dialogue which introduces the lesson's sentences pattern. As far as grammar is concerned, it is taught inductively and learnt in drills such as 'listen and repeat'. Simple sentences are first practised then comes the most complicated ones. In fact, grammatical structures are taught one at a time to avoid 'over-learning', and almost no grammatical explanation is given.

The main points advocated by this approach were summarized as follows:

-The learners should try to practise the language as much as they can in order to develop automatic speech habit through mimicry and memorization of dialogues.

-The learning by heart of entire sentences should be encouraged.

-The emphasis should be put on habit formation through conditioning analogy.

(Miliani, 1992:6)

This method was based on the assumption that listening and speaking skills come first then reading and writing. Advocates of this approach stipulate that the skills should be taught separately so as not to 'overload' the students. Accurate pronunciation is required and so taught through minimal pairs drills where students are asked to notice the difference between sounds such as the vowels 'ship' and 'sheep', 'hit' and 'heat', 'bit' and 'beat'.

Brown (2001:23) summarizes the characteristics of the ALM as follows:

1-New material is presented in dialogue form.

2-There is dependence on mimicry, memorization of set of phrases, and over-learning.

3- Structures are sequenced by means of contrastive analysis and taught at a time.

4-Structural patterns are taught using repetitive drills.

5-There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

6- Vocabulary is strictly limited and learned in context.

7- There is much use of tapes, language labs, and visual aids.

8-Great importance attached to pronunciation.

- 9-Very little use of the mother tongue by teachers is permitted.
- 10- Successful responses are immediately reinforced.
- 11- There is a great effort to get students to produce error-free utterances.
- 12- There is a tendency to manipulate language and disregard content.

It is worth mentioning that the target language dominated language classroom and the mother tongue was seen as a ‘disturbing’ element and consequently not allowed by learners but only very little use of it was permitted by teachers. It aims at “developing and discerning ear and eye in the students” (Miliani, 1992:6).

The Audio Lingual Method was criticized on the basis that a foreign/second language was not “really acquired through a process of habit formation and over learning, that errors were not necessarily to be avoided at all costs” (Brown, 2001: 23)

e- Total Physical Response (TPR)

Total physical Response (TPR) is advocated by the psychologist James Asher (1969). It is a language-body movement as it is based on making a coordination of speech and action. Learners are involved both physically and mentally. It is based on the belief that learning can be fruitful when it is fun.

In this type of learning, learners listen carefully to commands given by their teacher and then respond physically by acting and performing. At this stage, the emphasis is on developing listening skill. The role of the teacher and learners is ‘reversed’, which means that learners give commands to the teacher who will perform. The aim is to develop learners’ oral proficiency and by the same token it gives importance to the development of reading and writing. In TPR learners are asked to understand the target language

before using it in speech. They should not be forced to speak and act if they are not willing to do so as learning is supposed to be ‘amusing’. (Asher, 1969)

As far as the use of mother tongue is concerned, it is not banned from the classroom and at the same time it is not encouraged. Teachers are not allowed to use it except during the introduction.

f-Suggestopedia

Suggestopedia was developed by Georgi Lozanov in the 70’s. He is a Bulgarian psychologist and educator. Suggestopedia is based on creating a pleasant atmosphere to learners in language classroom. Music is extremely important for retention. In Suggestopedia, learners are ‘suggestible’ as they are “encouraged to be as ‘childlike’ as possible, yielding all authority to the teacher and sometimes assuming the roles (and names) of native speakers of the foreign language” (Lozanov, 1979:227 cited in Brown, 2001:27). Students’ feelings are given high priority and much attention. The aim is to make students feel relaxed and comfortable by eliminating the psychological barrier so as the learning process can take place especially when learners learn in non-threatening’ learning atmosphere. Lozanov gives a detailed description of a Suggestopedia language class session and stipulates that:

At the beginning of the session, all conversation stops for a minute or two, and the teacher listens to the music coming from a tape- recorder. He waits and listens to several passages in order to enter into the mood of the music and then begins to read or recite the new text, his voice modulated in harmony with the musical phrases. The students follow the text in their textbook where each lesson is translated into the mother tongue.

Between the first and the second part of the concert, there are several minutes of solemn silence. In some cases, even longer pauses can be given to permit the students to stir a little. Before the beginning of the second part of the concert, there are again several minutes of silence and some phrases of the music are heard again before the teacher begins the text. Now the students close their textbook and listen to the teacher's reading. At the end, the students silently leave the room. They are not told to do any homework on the lesson they have just had except for reading it cursorily before going to bed and before getting up in the morning.

(1979:272)

For Suggestopedia, the mother tongue is allowed and is considered a learning tool. It is an aid that helps students overcome any difficulty. Therefore, the mother tongue plays an important role in this type of learning. Reading texts are given in both languages: target language and native language so as to help students feel more confident for a better comprehension. Texts are provided with lists of words translated into mother tongue. This method was criticized mainly by Scovel who states that suggestopedia "is an attempt to teach memorization techniques and is not devoted to the far more comprehensive enterprise of language acquisition" (1999: 260-261). It is seen as being impractical and has not been widely adopted by teachers all over the world especially in the United States.

g- Communicative Language Teaching (CLT)

In the 1940s and 1950s learning a foreign language was built up on inculcating a "behaviouristically..... ordered set of linguistic structures into the minds of learners through conditioning" (Brown, 2001: 42). In the late 1960s, teaching was more oriented

towards how to make Chomsky's Generative Grammar appropriate in language classroom and also "how to inject the **cognitive code** of a language into the process of absorption" (Brown, 2001:42)

The late 1970s and early 1980s saw the emergence of the Communicative Approach. In the late 1980s and 1990s teaching a foreign language was more based on developing and giving more importance to communicative properties of the language through introducing authentic material in the language classroom and presenting 'meaningful tasks' which put learners in real life situations. Today, what is of utmost importance is to help learners build up 'linguistic fluency' so that they communicate effectively. This is done by not neglecting the social, cultural and pragmatic aspects of the target language (Brown, 2001). Thus, in the late 1970s and early 1980s, there has been a shift from a linguistic-centered approach to a communicative approach (Widdowson, 1990). This approach emerged as a reaction to the previous methods which gave little or no attention to the communicative aspect of the language.

Advocates of this type of learning state that language should be dealt with as a social phenomenon because the vital goal of a language is to communicate in the target language. The major purpose in this approach is to help the learner develop competency so as to become communicatively competent. It goes without saying that the four skills 'listening-speaking-reading and writing' are very important and therefore should be learnt simultaneously which suggest that interaction is highly recommended. Moreover, creating meaning is more important than developing grammatical structure. In other words, developing communicative competence is more strengthened than developing linguistic competence. CLT is basically 'learning by doing' and thus strongly encourage 'cooperative learning' in the classroom. Communication is widely used in language

teaching classroom and it is allowed only in the target language arguing that the use of L1 can bring about 'error transference'.

According to Brown (2001) there are six interwoven characteristics that describe Communicative Language Teaching (CLT):

1-Classroom goals are focused on all of the components (grammatical discourse, functional, sociolinguistic, and strategic) of communicative competence: Goals therefore must intertwine the organizational aspects of language with the pragmatic.

2- Language techniques are designed to engage learners to the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4-Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5- Students are given opportunities to focus on their own learning process through understanding their own styles of learning and also through the development of appropriate strategies for autonomous learning.

6- The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. (2001:43)

It is worth noting that Finocchiaro and Brunfit (1983: 91-93) made a clear distinction between Audiolingual Method and Communicative Approach in an attempt to clarify the CLT features (Table 1).

Audiolingual Method	Communicative Language Teaching
1-Attends to structure and form more than meaning	Meaning is paramount.
2- Attends form and structure more than meaning.	Dialogues if used, center around communicative functions and are not normally memorized.
3- Language items are not necessary contextualized.	Contextualization is a basic premise.
4- Language learning is structures, sounds or words.	Language learning is learning to communicate.
5-Mastery or 'over learning' is sought.	Effective communication is sought.
6- Drilling is a central technique.	Drilling may occur, but peripherally.
7-Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
8- Grammatical explanation is avoided.	Any device that helps the learners is accepted varying according to their age, interest, etc.
9- Communicative activities can only alter a long process of rigid drills and exercises.	Attempts to communicate are encouraged from the beginning.
10-The use of the student 's native language is forbidden	Judicious use of native language is accepted where feasible.
11-Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.

12-Reading and writing are deferred until speech is mastered.	Reading and writing can start from the first day, if desired.
13- The target linguistic system is learned through the overt teaching of the patterns of the system.	The target linguistic system is learned through the process of struggling to communicate.
14-Linguistic competence is the desired goal.	Communicative competence is the desired goal.
15- Varieties of language are recognized but not emphasized.	Linguistic variation is a central concept in materials and methods
16- The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by any consideration of content function or meaning that maintains interest.
17- The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
18- 'Language is habit', so error must be prevented at all costs.	Language is often created by the individual through trial and error.
19- Accuracy, in terms of formal correctness, is a primary goal.	Fluency... is the primary goals; accuracy is judged not in the abstract but in context.
20- Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing.
21- The teacher is expected to specify the language that students are to use.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

Table 1. A Comparison between the Audiolingual Method and Communicative

Language Teaching (Finocchiaro & Brumfit 1983)

h- Competency-Based Approach

Competency-based approach emerged in the United States of America in 1970 and was integrated in vocational-oriented education and in adult ESL program. (Auebarch, 1986).

Competency refers to the ‘know-how to act’. It is concerned with what we “ intuitively know about a language in order to be able to use it” (Thornbury, 2006:38)

Competency-Based Approach is based on the know-how to use the acquired knowledge in different problem-solving situations. And because the language teacher is a determining ‘partner’ in the teaching-learning process and the one who can directly affect the learner and contribute in producing a change in the whole society, Van Lier (1988) advocates that any teacher should have the following three aspects developed and evaluated. Such aspects as: **Having, Doing, and Being**

Through the CBA, learners are supposed to develop their four skills (Listening, Speaking, Reading, and Writing). Teachers integrate project work so as to enable their learners to interact socially and by the same token face the various daily challenges.

In the Algerian educational syllabus, a project is “a carefully planned long term undertaking....It is a creative way for learners to apply what they have learned in class” (Chelli, 2010:25). Indeed, the aim behind integrating the project work is to develop in the learner the sense of cooperation and the group work. Also, the project work is aimed at raising their awareness on the importance of building autonomous behavior day by day to develop their competencies and strengthen their self-confidence. All these for the sole purpose of responding to the demands of the time.(Chelli, 2010). Indeed, CBA is based on teaching learners how to face real life situations by helping them develop their skills. Learners are taught to become ‘competent’ in their school life and real life settings. In 2003, Algeria adopted this method. The main feature of competency-based approach is that it focuses on the role of the learner more than the role of the teacher. Moreover, in the language classroom, the functional, the grammatical, the lexical, the situational and

the task-based syllabi are given equal importance and considered essential in building the learner's skills. In sum, through adopting CBA the language learner develops the skills he needs to be effective performant in society. (Richards, 2001)

It is worth mentioning that Bloom's Taxonomy is closely related to CBA. Chelli states that Bloom's Taxonomy focuses on the "classification of the different objectives that educators set for students" (2010: 74). Therefore, and in order to achieve the goal set for, Bloom states that the teacher's objectives can be divided into: cognitive, effective, and psychomotor domain.

Concerning the cognitive domain, this comprises six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The affective domain is divided into five levels: receiving, responding, valuing, organizing, and characterizing. And the psychomotor entails five levels: imitation, manipulation, precision, articulation, and neutralization. Moreover, Constructivism is also closely related to CBA. It appeared in the last part of the 20th century. It focuses on how the learner can construct his own vision and understanding of the world by transforming every single information into knowledge (Westwood, 2008). It is worth noting that Constructivism encompasses two branches: the Cognitive Constructivism developed by Piaget and the Social one developed by Vygotsky in 1978.

a-Cognitive Constructivism stipulates that the learner moves through multiple stages which will help him construct his knowledge and develop his competencies.

b-Social Constructivism is based on the positive effect of social interaction on the learning process and the effect it has on enhancing the learner's competencies.

All these show clearly that in CBA, the teacher is a ‘facilitator’, a ‘controller’, an ‘organizer’, an ‘assessor’, a ‘participant’, a ‘resource’ and an ‘observer’ (Hedge, 2000; Chelli, 2010). As far as the learner is concerned, he becomes the ‘central’ element inside the classroom. He is no more a passive learner but one who actively takes part in the learning process.

2- Methods Involved With the L1

As seen in the previous section, most methods encourage and favor the spoken language over the written one. Such methods as the Direct Method and the Communicative language teaching (Cook, 2001:404). However, Cook maintains that language teachers should ‘fall back’ on the use of L1 and actively integrate it in the classroom. Cook (2001) suggests four methods which make use of L1 and consider it a useful strategy. These methods are: Alternating Language Approach, Community Language Learning, Dodson’s Bilingual Method, and the New Concurrent Method. The Sandwich Story Method is another method which involves the use of L1.

a- Alternating Language Approach

In Alternating Language Approach, students alternate between the two languages. In other words, both L2 and L1 are involved in the classroom. In this approach, the most important criterion is ‘reciprocity’, which means that “both languages are involved without one being taken for granted” (Cook, 2001:411)

b- Community Language Learning (CLL)

Community Language Learning is developed by Charles Arthur Curran in the 1970s, a

professor of psychology and a priest at Loyola University (Chicago). Curran inspired his ideas from the humanistic concept “counseling learning” first developed by Carl Roger in the 1950s.

The main objective of this method is to create the sense of community in the language classroom by considering interaction ‘learners-teachers’ and ‘learners-learners’ the most important vehicle of learning. Learners are exposed to both L2 and L1. One learner utters a sentence in the L1 and the teacher translates it into L2. The learners, then, are required to repeat it in the target language which suggests that learners have an active role to play. And by working together, they develop an ability to overcome their fear of speaking (Stevick, 1998). Moreover, this method reduces anxiety which can impede the learning process by creating a non-competitive atmosphere and reinforcing the sense of community in the classroom in which the teacher is no more perceived as a ‘threat’ but rather a ‘counselor’ who is in the classroom to provide help when needed and a ‘knower’ who provides the required knowledge for their language proficiency.

In this way, language learners will be exposed to both languages: the target one and his native language. Progressively, they will develop an ability to understand L2 without the L1 intervention (Cook, 2001).

c- Dodson’s Bilingual Method

Dodson’s Bilingual Method is developed by C.J.Dodson (1967) so as to ameliorate the Audio-Lingual Method. It is a method in which both the target language and the mother tongue are used. However, the use of the mother tongue is ‘restricted’. It is only used in eliciting the meaning of difficult words and thus ensures accuracy. And because the

Grammar-Translation Method and the Direct Method were unable to satisfy the needs of both teachers and learners inside the language classrooms, Dodson (1967) suggests an eclectic solution which implies a combination of both methods. According to him,

what is required is a completely new method which lies outside the range of direct' methods..... and which utilizes old and new teaching and learning activities to form a new synthesis which will not only help the pupil to learn a language more quickly with less effort, but will also give him an opportunity to reach a level at which he can 'think' in the language. (Dodson, 1967: 61)

Dodson's Bilingual Method comprises three phases: **Presentation, Practice** and **Production** (PPP). In the presentation phase, the teacher starts by presenting a new teaching material which is usually a short dialogue. The teacher asks some questions so as the learners become familiarized with the new material. Then, he moves to the practice phase which Dodson calls "Substitution and Extension". At this stage, the language teacher introduces a series of activities. He either reads a sentence in the foreign language (the meaning is given in the learners' native language) and the learners are required to repeat the sentence, or he (the teacher) produces a sentence in the mother tongue and the learners are asked to recall the words (or structures) already learned and stored in the mental lexicon and make sentences in the target language. Gradually, the learners move to what Dodson calls "Independent Speaking of Sentences" during which they become more autonomous and able to create their own sentences in the foreign language without using the mother tongue. The last phase is production during which learners are

supposed to be fully ready to produce their own ‘plays’ or ‘stories’ using all the vocabulary and new structures learnt in class. And to engage the whole class, learners are asked to ask questions to the student who tells the story. In that, all the learners become involved in communication. This implies that the native language is used only as an aid for students to comprehend the meaning of the target language. In other words, Dodson provides a ‘direct access’ to meaning through the use of the mother tongue. In Dodson’s Bilingual Method, learners move smoothly and progressively from mastering one simple situation to a mastery of different and complicated situations and from bilingual to monolingual. According to Butzkamm (2003), Dodson’s Bilingual Method considers the mother tongue a ‘scaffolding’ on which second/foreign languages are built. He agrees that the learners’ first language cannot be banned from the learners’ minds even if it is banned from their classroom.

d- New Concurrent Method

The New Concurrent Approach is developed by Rodolpho Jacobson (1990). This method allows the teacher and the learner to switch from L1 to L2 according to certain rules (Jackobson, 1990). For example, “*je am having difficulté with this learning activité*”. Learners switch to L1 within the same sentence rather than between sentences. In New Concurrent Method, code switching (which is developed in chapter three) is seen as an ‘L2 activity’ and the language classroom is therefore an ideal place where L1 and L2 are concurred (Cook, 2001).

e- The Sandwich Story Method

The Sandwich Story Method appeared and was first applied in China in 1997. It has been widely used in different countries namely Britain, the United States, Canada and some others.

As opposed to the monolingual approach, the Sandwich-story method is a bilingual method aiming at teaching a foreign language using mixed texts represented in stories told and written in L2 and sandwiched in the learner's L1.(Ji, 2002)

Ji illustrates the sandwich method in the famous story of Little Riding Hood.

Little Riding Hood asked: "Oh, *Nainai*, how come your *yanjing* are so big?

Lang answered: "My *yanjing* are very big so that I can see you clearly"

Little Riding Hood asked: "Oh, *Nainai*, how can your *erduo* are so long?

Lang answered: "My *yachi* are very sharp so that I can eat you up quickly" (1999:108)

As learners are supposed to learn the story, they can guess the meaning of *Lang* (wolf), *nainai* (granny), *yanjing* (eye/s), *erudo* (ear/s), and *yachi* (tooth/teeth).

The Sandwich Story Method has many advantages summarized as follows:

1-Because sandwich stories provide children with interesting and comprehensible input, intake occurs easily and in large quantities. As children acquire more and more words and their sentences change from sandwich to monolingual, from short to long, their ability to express themselves and to communicate in English increases.

2- Children actively take part in dramatizing the stories they hear, prolonging and adding

more details to the stories. They are highly motivated to talk and shout. This kind of talking, although in a sandwich way, is anything but artificial. They have both intent and content for communication, two of the most important components of communication.

3- No matter how old or how fictional, stories are the best vehicle for teaching everyday language. For example, much of the dialogue between the three little pigs and the men who carried straw, wood, and bricks respectively can be used by children when asking for help today. The same is true of the dialogue between the Town Mouse and the Country Mouse when children express their likes and dislikes. Such examples are innumerable. (Ji, 1999:111)

The Sandwich-story method gives importance to the role the mother tongue can play in foreign language teaching and learning. These can be summarized as follows:

a-The use of the mother tongue solves the conflict between the learners' interest and the understanding of the target language input. Learners cannot be interested in listening to a story if they do not understand it at all.

b- It leads to maximum class involvement. Learners actively take part in activities where the mother tongue is allowed whenever their English is 'inadequate'.

c- It improves and boosts learners' self confidence. The language learners are less stressed of their inability to express himself utterly in English.

c- It serves as scaffolding to authentic English material.

d- It is an excellent helper for learners' bilingual development. By using the sandwich stories method, the language learners can hugely benefit from both the target language and the mother tongue. (Ji:2002)

3- Linguists' attitudes to L1 use in EFL Classroom

The use of L1 in the L2 classroom has witnessed and is still witnessing a tremendous debate amongst the professionals. The continuous debate has led to the emergence of two approaches with regard to using L1 in teaching: the Monolingual Approach and the Bilingual Approach.

In this section of my thesis, attitudes and opinions of some linguists on the use of mother tongue will be dealt with.

3-a The Monolingual Approach

Proponents of Monolingual approach (Jespersen (1956), Krashen and Terrell (1983), Duff and Polio (1990), Ellis (2005)) stipulate that the target language should be the mere means of communication in the classroom because in order to internalize L2, students need to be exposed to intensive amounts of L2 input. According to them, learners have also to be forced to use it because both 'input' and 'output' are of utmost importance in the language classroom and for the acquisition process. It is worth noting that Thornbury (2006) defines input as "the spoken or written language that learners are exposed to" (p.105) and output as being "the language that learners produce, either spoken, or written" (p.152).

To begin with, **Jespersen (1956)** and before him **Gouin (1892)** maintain that the use of L1 in the classroom is 'counter-productive' and does not help the acquisition of L2. Thus, Jespersen disagrees with the use of L1 as "it is not translation...that we are aiming at in teaching foreign languages" (Jespersen, 1956:55). Hence, students must continuously read, write, hear and speak in the target language. This is the best way to foster the

acquisition process as “the process is a good one: We must preserve it” (Gouin, 1892:142). In parallel, **Krashen and Terrell (1983)** insist that teachers should minimize the use of L1 on the ground that the learning of L2 should follow the same path as the learning of L1 and as children learn their mother tongue without any influence of L2 interference, so learners of a foreign / second language should learn L2 without interference of L1. According to both Krashen and Terrell, in order to help learners to get rid of the ‘bad’ influence of L1, teachers should avoid using it and focus on the sole use of L2 by exposing their students to much of it and that exposure cannot be effective if L1 interferes. It should be noted that, **Duff and Polio (1990)** go in line with Krashen and Terrell (1983). According to them, being exposed to much input in the target language enhances and fosters the learning of the language. And because this exposure cannot occur outside the classroom, teachers are, therefore, required to provide this input by avoiding L1 and maximizing L2. It goes without saying that L2 should be presented in an appropriate context. Three years after, **Macdonald (1993)** agrees with the aforementioned linguists and researchers and reaffirm that there is no need for teachers to use L1 and translate for their learners. He rather advises them to simply use simple words and structures of the target language to make them infer the meaning of phrases and expressions.

It is also worth noting that **Lewis (1993)** talks about the notion of learning through extensive exposure. In his opinion, the development of learners’ linguistic skills is tightly linked to the amount of English being exposed to and that the acquisition of L2 is not different from the acquisition of L1. **Burden (2000)** agrees with Lewis (1993) and maintains that teachers have to maximize the use of English-only policy in the

classroom because it is the only environment where students are exposed to the target language and **Pachler & Field (2001)** advocate that language educators should use only the target language in the classroom and forbid their students from switching to their native language. This will show them the great importance of L2 and the necessity of using it continuously. Finally, **Ellis (2005)** reaffirms that much exposure to L2 results in a better and faster learning. Moreover, adapting L2 policy enhances ‘spontaneous’ communication in the target language.

As noted before, advocates of L2 rich environment insist on the mere use of L2. In other words, the target language should be used in the classroom as the only medium of communication. Some teachers elaborated penalty system to prevent students from using their L1. (Weinberg (1990), cited in Auerbach, 1993:2)

Phillipson (1992:185) , cited in Auerbach, (1993:4) maintains that according to a conference held at Makerere University in Uganda in 1961, five basic tenets emerged and became the cornerstones underlying ELT work. These tenets are:

- English is best taught monolingually
- The ideal teacher is a native speaker
- The earlier English is taught, the better the results
- The more English is taught, the better the results
- If other languages are used too much, standards of English will drop.

As a matter of fact, the mother tongue in the half of the twentieth century, did not find a place in the foreign language classroom.

The Behaviorist and Contrastive Analysis' proponents share the view that the learners' mother tongue is 'central' in learning a foreign language. However, it is also seen as "a source of interference with the development of habits in L2"(Menani and Maamar, 2009: 61). According to the Contrastive Analysis Hypothesis (CAH), most learners' errors made during their process of learning are the consequences of 'transfer' from their L1. It is important to mention that the Behaviorists along with the Structuralists stipulate that the best way to avoid errors and learn effectively is to get rid of old habits and build new ones. This can happen by preventing the mother tongue from getting in the way of learning the target language. As a matter of fact, L1 interference is blamed to be the main reason for learners' errors.

Interlanguage theory was developed in the seventies and assigned a negative attitude towards the mother tongue claiming that "it may interfere or disrupt a naturally predetermined acquisition process" (Menani and Maamar, 2009: 61). Selinker (1972) sees that the use of the mother tongue in the language classroom may affect the learning of the target language which suggests that L1 should be avoided at all costs and that most errors are indeed, "the result of transfer from learners' first language" (Lightbown and Spada, 2006: 78-79). In the same line, White (1991) advocates that the continuous use of L1 hampers foreign language learning in that it becomes difficult for learners to notice the different features that separate L1 from L2. White (1991) gives the example of the adverb which is used by both languages: French and English. According to her, the abundant use of L1 may confuse the language learner and prevent him from noticing that English allows the use of SAVO (Subject, Adverb, Verb, Object) such in: "Mary often drinks tea" which is translated into " Marie souvent boit du tea" and French language

which allows SVAO (Subject, Verb, Adverb, Object). For instance, “Marie boit souvent du tea” translated into “Marie drinks often tea ».

The Interactionists in the early eighties saw that the learners’ mother tongue has no ‘apparent’ role in the negociation of meaning and that “learners can gain access to new knowledge about the language when they have support from an interlocutor” (Lightbown and Spada, 2006: 49)

3-b Advantages of the Monolingual Approach

Many teachers and educators agree on the importance of using only the target language (TL) in the language classroom. According to Dickens (1996), the monolingual approach has many benefits:

Firstly, using the target language in the classroom increases the foreign language students’ opportunities to be exposed to the target language and provides learners with a more ‘realistic’ environment.

Secondly, the use of the target language in the classroom provides learners with more comprehensible input. Learners will therefore learn the target language through the language which is very important.

Thirdly, using the target language in the classroom helps learners appreciate the learning of the language and feel its value.

Fourthly, the use of the target language increases self- confidence in using the language spontaneously.

Lastly, using the target language helps learners develop the different skills required in learning a foreign language.

To sum up all these positive aspects, we can say that “using the target language promotes natural acquisition and that the use of the mother tongue (L1) undermines this process by diverting attention from the object of pupils’ learning” (Dickens, 1996:1)

Polio (2007) agrees with Dickens and says that the monolingual approach opens the door to interaction in the target language which is necessary for learning and acquiring it. Indeed, he considers interaction very important for three main issues:

a-Exposure (or input) helps the learner interacts with his peers and through interaction, he can ‘modify’ the input and makes it more comprehensible.

b- Production (or output) highlights specific gaps learners have in their language and therefore improves their learning process.

c- Foreign language students benefit from the feedback received on the different mistakes they can make during interaction.

It is worth noting that in 2001, Hawks demonstrates that in a ‘multilingual’ classroom, the target language imposes itself because the teacher cannot know and use all the L1 of his students and thereby both teachers and students feel that there is no benefit of L1 use which suggests excluding it from classroom.

3-c Critique of the Monolingual Approach

The Monolingual Approach is regarded as being ‘impractical’ because most of the language teachers are not native speakers (Hawks, 2001). Indeed, banning L1 from the language classroom can reduce the performance of learners and lead to school failure.

According to Pachler and Field (2001), by adapting the monolingual approach, we are bringing into existence a barrier between students and teachers. Opponent of the monolingual approach stipulate that the old assumption that the ideal teacher is the native teacher is not correct all the time as the native teacher is not necessarily a good teacher and that exposing the learner to only the target language does not inevitably lead to better learning of the language because other factors are needed in order to have good results. Among these factors are methods of teaching and the good training of teachers. It is true that teaching in the target language is beneficial but excluding the mother tongue from the classroom can be frustrating and may even ‘impede’ learning (Auerback, 1993:16).

Auerback (1993:1) quoted a student who was complaining about his teachers who refused the use of L1 in the classroom under any circumstances:

“We are treated like garbage. I kept getting suspected because when I spoke Spanish with my homeboys the teachers thought I was disrespecting them. They kept telling me to speak in English because I was in America.....So, I left and never went back. Some of these teachers don’t want us. That hurts. That really hurts”.

3-d The Bilingual Approach

Advocates of this approach are Atkinson (1987), Macaro (2001), Deller & Rinvolucris (2002), Widdowson (1992), Auerback (1993) , Harbord (1992) and others.

To begin with, **Atkinson (1987)** acknowledges that using L1 is effective and interesting for three reasons:

a- Translation is preferred by learners.

b- Building on differences between L1 and the target language through translation helps to avoid negative transfer.

c- It is a 'valuable' technique for exploiting class time.

According to Atkinson, L1 use helps in checking comprehension and in improving understanding among learners. Within the same context, **Auerback (1993)** confirms the positive effects of the L1 use in the classroom in many different issues such as: Language analysis, class management, presenting grammar rules, giving instructions, explaining errors and checking for comprehension. To **Macaro (2001)** allowing learners to use L1 in the classroom means providing them with an important 'tool' for learning the target language. It is also practical and effective in many difficult situations of ambiguity that students can encounter. This view is shared by **Rinvoluceri (2001)** who points out that by refusing learners' mother tongue, we are rejecting a very important strategy and resource. Moreover and according to **Mukattash (2003)** using L1 in EFL teaching helps the comprehension of EFL structures and words, makes teaching and learning easier and leads to 'meaningful' learning. Likewise, **Butzkamm (2003)** states that from a psychological point of view, L1 helps learners to be 'stress-free' and provides them with a 'sense of security'. Moreover, it creates a 'friendly' atmosphere in the language classroom and prevents learners from having a 'feeling of frustration' they might have.

It is worth noting that **Sharma (2006)** goes in line with the previous researchers and stipulates that L1 might be used for 'chatting' with learners and for giving instructions. Moreover, teachers can use it for correcting their students' errors.

3-e Advantages of the Students' Mother Tongue Use

The worth benefits of the mother tongue are justified by a number of linguistic, emotional, cognitive and semantic arguments summarized as follows:

Linguistically, proponents of the mother tongue use advocates the necessity of using L1 in EFL classrooms because learners are already equipped with a language system, the thing that makes them more linguistically developed and increases their senses of security. Sweet (1964: 193) states that "...the first preparation for the study of a foreign language is the acquisition of a thorough knowledge of the peculiarities of one's own language". The two language systems (mother tongue and target language) are interwoven in that "every idea is indissolubly associated with some words or phrases in our language system" (Sweet, 1964:199) .This is confirmed by Del Mar et al (1982) who claim that learners often try to 'equate' the structure or lexical item of the target language with its 'closest' correlate in the mother tongue. Thereby, teachers and learners ability to transfer between mother tongue and the foreign language is, in fact, a natural psycho-linguistic process. Thus, learning a language cannot eliminate the knowledge of the mother tongue. Thinking in one's L1 is completely natural. One cannot negate the presence of two language systems within the mind of a language learner. As a matter of fact, the influence of one language on the other is constantly present either consciously or unconsciously.

Semantically, using L1 enables students to easily grasp the meaning of words and clarify ambiguity. It is also used to explain "unfamiliar things to each other in a more familiar way" (Florez, 2000:5)

Emotionally, the use of L1 provides learners with the ‘sense of security’. It lowers anxiety level and put off the effective barriers to L2 learning. It also permits learners to express themselves easily and freely (Auerback, 1993). The assistance of L1 in language classroom is a good psychological support for learners .This is confirmed by Emenanjo (1990) who claims that the psychological effect is of utmost importance and that the mother tongue provides learners with such effect. This suggests that the learners’ mother tongue should not be prohibited since it is of great assistance in different learning situations.

Cognitively, L1 serves as a ‘scaffolding tool’ helping students to highly perform in L2. And as speaking is a ‘cognitive tool’ that learners can use to talk about a given task and how to complete it, the use of the mother tongue makes them gain control of the situation, plan, organize and coordinate their actions and the actions of others (Alegria de la Coline & Del Pilar Garcia Maya, 2009). This is confirmed by Storch and Wigglessworth, who stipulate that the use of L1 “may provide learners with additional cognitive support that allow them to analyze language and work at a higher level than would be” (2003: 760)

Socially, with the help of L1, students are highly motivated to learn the foreign language and feel more confident at discussing the different ways of developing strategies to accomplish it successfully (Anton & Decamilla,1998). It goes without saying that the assistance of L1 in learning L2 leads to valuable interaction between learners and allow them to find meaning of words while working collaboratively. Florez (2000). When talking about the importance of using L1, Florez says: “we used it to commiserate, complain and share frustrating or fighting experience with a new language and culture”. (Florez,2000:5).

Culturally, L1 helps in shedding light on the cultural similarities and differences between the target language and the mother tongue. Indeed, L1 is part of learners' culture and by providing learners with many activities involving the use of L1, learners will preserve their cultural identity and at the same time learn to accept this difference between their mother tongue and the target language they are learning. By providing the learners with the similarities and differences of both languages, the learning of the target language will become easier. Thereby, adapting a bilingual approach "permits for language and culture shock to be alleviated" (Hemmindinger, 1987 cited in Auerbach, 1993:8)

Economically, instead of going through 'long explanation' of structures and items in the target language, it would be more appropriate and more efficient to use students' mother tongue. This would save class time.

At the end of this section, it might be interesting to insist on the fact that

'teaching bilingually' is not at all a return to the Grammar Translation Method but rather a standpoint which accepts that the thinking, feeling, and artistic life of a person is very much rooted in their mother tonguewe need to speak in order to sort out our ideas, and when learning a new language this is often best done through the mother tongue' (Piasecka, 1988:97)

It is also beneficial to cite Deller & Rinvoluceri (2002:3)'s words: "The mother tongue taboo has been with us for a long time, but fortunately now things seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective". As a matter of fact, the use of the mother tongue is often used

by language learners because it is a “learner-preferred strategy” (Atkinson, 1987:422)

3-f Critique of the Bilingual Approach

Opponents of the mother tongue use in the foreign language classroom stipulate that by using students’ mother tongue in the classroom, students consciously or unconsciously limit their contact with the target language and this ‘slows down’ the process of learning. In addition, the more students are exposed to the mother tongue, the less quickly they will learn the target language.

According to Turnbull (2001), over relying on the use of the mother tongue when learning a foreign language is not beneficial. It deprives students from being exposed to English as it should be especially for learners whose teacher is the unique linguistic source of foreign language input. Consequently this may lead them to be dependent on the L1. Moreover, the use of L1 can lead students to both losing confidence and interest in using the L2 (Rolin-Ianziti & Varshney, 2008).

Atkinson (1987: 427 cited in Harbord, 1992: 351) ‘warns’ teachers not to use their students’ mother tongue ‘excessively’ for many reasons among which:

a- The teacher and / or the students begin to feel that they have not ‘really’ understood any item of language until it has been translated.

b- The teachers and / or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features and thus oversimplify to the point of using inaccurate translation.

c- Students speak to the teacher in the mother tongue even when they’re quite capable of expressing what they mean.

d- Students fail to realize that during many activities in the classroom, it is essential that they use only English.

e- Create laziness among students

Following the same standpoint, Jones (2010) maintains that prohibiting students from using L1 in the classroom is a 'strategy' advocated by many instructors to furnish 'optimal exposure' to the target language. This suggests that if students are allowed to use L1, then they will be deprived of taking 'full' advantage of the L2 only policy learning.

3-g The Compromise/ The Eclectical view

As seen before, proponents of the monolingual approach stipulate that translation must be avoided at all costs because the meaning of words depends on the context and therefore a one to one equivalent can be misleading and engenders miscomprehension especially for students who are still at lower levels. On the one side, Bryan (1997) states that as far as beginners are concerned, if, for example, instructions (in the language classroom) are given only in the target language, this can cause a problem of comprehension for learners who will not be able to accomplish the task. The use of the target language may be too demanding for them. On the flip side, translating almost everything in the classroom cannot be a solution. So, an excessive use of either the target language or the mother tongue may be a real obstacle that hinders the learning process.

For Atkinson (1987), foreign language teachers ought to use the target language 'where possible' and the learners' mother tongue whenever it is 'necessary'. He assigns that teachers can make of the mother tongue use a 'vital resource'; this is why there is

“no reason why any teacher of monolingual classes should feel that it is somehow wrong to make use of it” (Atkinson, 1987: 13). Similarly, Cook (1999) assigns that the mother tongue is always present in L2 learners whether we admit it or deny it.

Theoretically, both approaches (Monolingual / Bilingual) are opposed to each other but in practice, most teachers do not deny the fact that they ‘fall somewhere in the middle’, that is to say, most of the time is devoted to the target language but L1 also is used whenever needed. In fact, researchers have reached a compromise stipulating that we cannot exclusively encourage or completely prohibit L1 use in EFL classroom but there is no harm in using L1 whenever necessary (Turnbull, 2001).

Byrne (1988) stipulates that what teachers have to do is to avoid translating into mother tongue by using only the target language. Learners should be helped to comprehend through the use of gestures, pictures, and actions and the mother tongue is used only when other methods do not succeed. This is well summarized in the following quote:

“Use mother tongue only when every other method has failed” (Gardner, 2000:9).

Moreover, language expressions should be taught gradually. Thus, each time learners get familiar with some of them teachers introduce new ones. Therefore, an eclectic teacher “thinks in terms of a number of possible methodological options.....for tailoring classes to particular context” (Brown, 2001:40). Language teachers should be aware that using the mother tongue to learn a foreign language is natural. It is exactly like learning anything else. “We start with something we already know, with something familiar to us” (Menani & Maamar, 2009:64).

Conclusion

In this chapter, a survey of different methods in language teaching is described along with their main features. A special attention is given to the five methods involved with the L1. Moreover, the different linguists' attitudes are examined regarding the use of the mother tongue in EFL classroom.

The literature of teaching English as a foreign language reveals that more attention is given to the eclectic view which is not concerned with supporting or opposing the use of learners' mother tongue in EFL classroom but rather relates the use (though limited) of L1 according to the learners' language needs, emphasizing the truth that "methodology should attempt to work with this natural tendency rather than against it" (Harbord, 1992: 351)

CHAPTER 2 :

THEORY OF SECOND/FOREIGN

LANGUAGE LEARNING AND

LANGUAGE LEARNING

STRATEGIES

Introduction

This chapter sheds light on the published literature on the different theories of second/ foreign language learning and language learning strategies (LLS). The first section opens by reviewing the main theories that have been proposed to explain how second/ foreign language learners acquire the language. It starts with the Behaviorist learning theory and its influence on second/ foreign language learning and teaching. It also surveys the cognitive learning theory which highlights the role of the mind in receiving, retaining and retrieving information. Finally, it investigates the socio-cultural theory which shows the importance of the social context in acquiring a language. The second section deals with language learning strategies. After defining LLS, relevant taxonomy of the field by different specialists is described. The taxonomy of Rebecca Oxford (1990) is particularly taken into consideration because her Strategy Inventory For Language Learning (SILL) is the most popular and used instrument among language researchers. Finally, Mother Tongue as a Learning Strategy is tackled and empirical studies on Students and Teachers' Beliefs on the Use of L1 Strategy in L2 teaching are presented.

2-1 Theories of Second/ Foreign Language Learning

The issue of the role of the mother tongue in second/ foreign language learning has always been controversial. When dealing with the most theories in second language learning that consider the role of the mother tongue in the language classroom, three terms emerged: interference, transfer, and interlanguage.

Firstly, **interference** emphasizes the negative influence of L1 in second/ foreign

language inside the language classroom. It was famous until the 1960s.

Secondly, **transfer** is “the influence of a learner’s first language knowledge in the second language” (Spada & Lightbown, 2006:205) and it was highly influenced by behaviorism. It was popular in the late 60s and early 70s. Thornbury, (2006) stipulates that transfer was known as interference and argues that “language transfer is the effect that one language-particularly the first language- has on another” (p. 232). According to the behaviorists, all transfer is negative; that is why L2 learners’ errors were directly linked “to the effect of first language habits transferred into the second” (Thornbury, 2006:232).

Thirdly, comes **interlanguage**, which was established in the 1980s and is defined as being “the term to describe the grammatical system that a learner creates in the course of learning another language. It is neither their first language, nor the target language system, but occupies a transitional point between the two” (Thornbury, 2006: 109). In other words, interlanguage is seen as a language created by the learner himself with the mother tongue on one side and the target language on the other. It sees the mother tongue as the strategic tool that could be used by L2 learners. Tarone views interlanguage “as a separate linguistic system, clearly different from both the learner’s native language (NL) and the target language (TL) being learned, but linked to both NL and TL by interlingual identification in the perception of the learner” (2006:747). It is worth mentioning that Larry Selinker (1972), the American linguist, is the one who introduced the term ‘interlanguage’. A sentence like “Does John can sing” may be seen as correct in the mind of the learners but the native speaker will find it as an ‘incorrect’ grammatical sentence. According to Selinker, the second language learner constructs a linguistic

system based on the learner's first language at the same time this linguistic system is different from both L1 and L2.

The process of second/ foreign language learning is not a simple one and in order to understand how people learn and acquire the target language, it is worth revising some theories on the issue. Indeed, several theories in SLA emerged. Such theories as the Behaviorism learning theory, the Cognitive learning theory and the Socio-cultural theory.

2-1-a Behaviorism Learning Theory

The theory of Behaviorism was influential during the 1940s and 1950s especially in North America. It was the dominant psychological theory. The prominent figure of this psychological theory is Skinner (1957). This school has dominated second/ foreign language acquisition since the end of the 1960s.

The Behaviorist theory explains “learning in terms of imitations, practice, reinforcement (or feedback on success), and habit formation” (Lightbown & Spada, 2006: 34). According to the behaviorist theory, language learning ‘involves’ habit formation and “a habit is a stimulus-response connection” (Ellis, 1997:31). In fact, learning takes place when language learners respond to a given stimuli. Therefore, learners imitate “models of correct English (i.e. stimulus) and receives positive reinforcement if they are correct and negative reinforcement if they are incorrect” (Ellis, 1997: 31). Proponents of this thought consider observable behavior the only reliable means of data analysis. It is to be noted that Skinner introduced the general theory of operant conditioning in his Classic Verbal Behavior (1957). This theory stipulates that there are different functional units through which language can be analyzed and that each operant serves a function different from another operant. Therefore, the participants’

behaviors were interpreted according to their ideas and any feelings or thoughts were ignored by the researcher which suggests that the hypotheses were all treated objectively and subjectivity was excluded. Furthermore, this tradition considers the learning process a matter of habits build-up through a stimulus and response. Johnson argues that “any stimulus equivalent to a response had to be reinforced, observed, corrected, and practiced” (2004: 10). The development of language was regarded as being the formation of habits. Thus, to learn the target language, L2 learners would begin with the habits ‘formed’ in their mother tongue and that “these habits would interfere with the new ones needed for the second language” (Lightbown and Spada, 2006: 34). It goes without saying that the behaviorism learning theory gives importance to what can be ‘directly’ observed and neglects the learners’ mind; that is, the input and the output. This is why; the theory of behaviorism is directly ‘linked’ to the Contrastive Analysis Hypothesis (CAH) developed in Europe and North America by structural linguists. (Spada & Lightbown, 2006)

Likewise, and in 1933, Leonard Bloomfield published ‘Language’. Bloomfield theorizes in his book the contrastive analysis of L1 and L2 in which he foresees errors that L2 learners generally do and also clarified the main difference between errors occurred in L1 and L2.

In Contrastive Analysis Hypothesis (CAH) all errors the language learner makes are believed to be the pure result of L1 transfer. The Contrastive Analysis (CA) and the Audio-lingual method were highly adopted and applied to comprehend the people’s acquisition and learning of the target language and by the same token find out the differences between L1 and L2. Indeed, Lado (1957) stipulates that the source of L2

learners' errors was due to the transference of L1 habits. It goes without saying that in CAH, language learners acquire the target language easily when L1 and L2 structures are identical and the learning of the target language becomes difficult when L1 and L2 structures are different (Lightbown & Spada, 2006). However, the Contrastive Analysis has been criticized by many scholars:

Firstly, Krashen states that learners' errors may not be caused by L1 and therefore "are not traceable to the structure of the first language but are common to second language performance of different linguistic background" (1981: 64)

Secondly, and according to the CAH, by predicting errors learners would not make them. However, this is not entirely true because errors will occur with students depending on their educational background and the way they learn the target language. Therefore, errors are not always predictable.

Thirdly, most of the sentences produced by the learners would be 'ungrammatical' if translated into their L1.

Fourthly, L2 learners sometimes use simple structures and the characteristics of these structures are identical across learners from different backgrounds even if learners' native language is not the same as the target language.

Lightbown and Spada argue that the influence of the mother tongue may not necessary be due to the transfer of habits, but a more complex process of "identifying points of similarity weighing the evidence in support of some particular features, and even reflecting (though not necessarily consciously) about whether a certain feature seems to 'belong' to the target language" (2006: 35). As a matter of fact, and by the 1970s both

Behaviorism and the Contrastive analysis hypothesis were considered ‘inadequate’ for L2 learning. It should be mentioned that most of the critics of the Behaviorist school was ‘triggered’ by Chomsky. Ellis argues that behaviorism “cannot adequately account for L2 acquisition” (1997: 32). Opponents of this theory state that the output produced by learners is not necessarily a reproduction of the input. In addition, learners’ errors are systematic which suggests that language learners construct their own ‘rules’. In short, “Learning is not just a response to external stimuli” (Ellis, 1997: 32).

2-1-b Cognitive learning theory

The term ‘cognitive’ is linked to Noam Chomsky’s theory of first language acquisition. In 1959, Chomsky argues that observable stimuli and responses cannot ‘scrutinize’ the human language and that children are born with an innate capacity that enables them to acquire a language. Chomsky calls it language acquisition device (LAD) (Brown, 2000). This device comprises ‘rules’ which are universal. This universal grammar can be suitable for all languages. Relating to LAD, Chomsky introduces the notion of ‘universal grammar’ with which one can produce an infinite number of sentences with finite rules (Chomsky, 1959). However, Robert Jacquelyn Schachter (1990) argues that Universal Grammar is good and useful for understanding the first language acquisition but not for the acquisition of a second language which suggests that “the second language acquisition has to be explained by other theories” (Lightbown & Spada, 2006: 35).

Stephen Krashen was influenced by Chomsky’s theory of first language acquisition. In the early 1970s and as a result of the great dissatisfaction with Behaviorism school along

with the language teaching methods based on it, Krashen's (1982) Monitor Model was introduced. This model consists of five theories: the acquisition learning hypothesis, the monitor model along with the input hypothesis, natural order and affective filtering.

a- The acquisition learning hypothesis

The acquisition learning hypothesis is considered of utmost importance. It stipulates that "adults have two distinct and independent ways of developing competence in a second language" (Krashen, 1982: 10). These two ways are 'language acquisition' and 'language learning'. This implies that Krashen contrasts the two terms 'acquiring' with 'learning'. According to him, language acquisition is a 'subconscious' process. We acquire a language 'unconsciously' without giving importance to its form and rules and "language acquirers are not usually aware of the fact that they are using the language for communication" (Krashen, 1982: 10). For Krashen, language acquisition is 'picking-up' a language due to the fact that "we have a 'feel' right, and errors feel wrong, even if we do not consciously know what rule was violated" (1982:10).

In 'language learning' language is learnt 'consciously', gripping special attention to the rules and form (Lightbown & Spada, 2006). For Krashen, 'learning' is 'knowing' about a language and defines it as "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (1982, 10).

To sum up, language acquisition learning occurs 'implicitly', 'informally' and 'naturally' while language learning happens 'explicitly' and 'formally'.

It is worth noting at the end that for some theorists children acquire the language whereas adults learn it. The acquisition-learning hypothesis states that adults can also

acquire the language and therefore “can access the same natural ‘language acquisition device’ that children use” (Krashen, 1982: 10).

b- The Monitor Hypothesis

This hypothesis stipulates that the language system “acts’ as a ‘monitor’ in the learning process which means that the language system plays the role of “making minor changes and polishing what the acquired system has produced” (Lightbown & Spada, 2006: 37).

In the Monitor Hypothesis, the learner cares about producing correct sentences.

c- The Natural Order Hypothesis

This is based on the fact that what seems easy to be learnt is not necessarily the first to be acquired. For example, the English grammatical rule for adding an –s in the present simple to the third person singular verbs seems very easy to state and thus to learn.

However, language teachers have noticed that even upper-intermediate and advanced learners forget this ‘s’ and “fail to apply it in spontaneous conversation” (Lightbown & Spada, 2006: 37).

d- The Input Hypothesis

The Input Hypothesis is concerned with the language being exposed to. It holds that the learner acquires a language when he is exposed to a comprehensible input. Krashen argues that language learners should be exposed to an input (language) that is understandable and that contains $i+1$. The ‘i’ stands for the level of language that the learner is supposed to have already acquired, and the ‘+1’ represents the language that is slightly above that level. Eventually, learners then will subconsciously acquire grammar

with the help of the internal language processor which resembles Chomsky's LAD.

It goes without saying that Krashen's theories are considered the most influential theoretical framework in SLA field. However, Krashen's (1985) Input Hypothesis has been criticized as not referring to learning but rather to acquisition..

On the flip side, Swain (1993) suggests a comprehensible output hypothesis. Swain criticized Krashen's input hypothesis on the basis that it is not enough for learners to acquire language. The output hypothesis is based on the premise of the spoken proficiency over the written proficiency and that "sometimes, under some conditions, output facilitates second-language in ways that are different from, or enhances, those of input" (Swain & Lapkin, 1995: 371). In fact, when there is a communication breakdown, the learner tries everything to make himself understood. In other words, "the production of comprehensible output forces the learner to notice a gap between what they want to say and what they can say" (Johnson, 2004: 51-52). That means that the output hypothesis aims at raising learners' awareness on a gap between his/ her 'knowledge' and 'linguistic competence'. It should be noted that several other SLA hypotheses emerged and connected comprehensible input and output together. These are Long's interaction hypothesis and Van Pattern's input processing (IP) model.

e- The Affective Filter Hypothesis

Krashen insists on the 'affective filter' which is of utmost importance in the learning process. Therefore, a learner cannot acquire and learn a language if he is "tense, anxious, or bored" (Lightbown & Spada, 2006: 37) even if the input being exposed to is 'appropriate'.

However, some psychologists and linguists disagree with Stephen Krashen's model. Among them are Barry Mc Laughlin (1978) and Lydia White (1987). Opponents of Krashen's Model argue that it is not possible to empirically test the five hypotheses. As far as the distinction between 'acquired' and 'learnt' terms are concerned, researchers state that they "lead to a circular definition (if it's acquired, it's fluent; if it's fluent, it's acquired)" (Lightbown & Spada, 2006: 38). Krashen's model is found to rely too much on 'intuition' rather than 'observable behavior'.

In spite of great debate Krashen's model created at that time, we cannot ignore the reality that it has been "very influential during the period when second language teaching was in transition from approaches that emphasized learning rules or memorizing dialogues, to approaches that emphasized using language with a focus on meaning" (Lightbown & Spada, 2006:38). It goes without saying that Krashen's ideas have inspired many teachers in second language acquisition.

2-1-c Socio-Cultural Theory

The prominent figure of socio-cultural theories is Lee Vygotsky (1978). Vygotsky stipulates that the 'social environment' plays a vital role in learning a language and that language learning occurs through socialization with others which gives language learners a true opportunity to learn a language outside the classroom. In other words, language learning occurs first socially; that is, from someone else while interacting. Interaction in this context means engaging in conversation between individuals. In socio-cultural theory, "cognitive development, including language development arises as a result of social interactions" (Lightbown & Spada, 2006: 47). According to Vygotsky, speaking

and thinking are ‘tightly interwoven’ as opposed to the other psychological theories which consider both thinking and speaking ‘independent processes’. This means that language is fundamental between thought and speech and that language helps us in forming our thoughts and in determining the different personality features (Kozulin, 2002).

Likewise, Donato (1994) undertook a study to put in practice the Vygotsky’s socio-cultural theory into second language classroom. It was based on the Zone of Proximal Development (ZPD). Vygotsky defines ZPD as “the distance between the actual development problem solving under adult guidance or in collaboration with more capable peers” (1978: 56). Donato called it ‘collective scaffolding’ in second language learning. The findings of his study showed that scaffolding is effective in learning a language because competent persons such as parents, teachers or native speakers assist L2 learners. Scaffolding is found to provide learners with a great opportunity to exchange input and thereby develop and enrich their vocabulary and knowledge. Indeed, Vygotsky argues that learning takes place when a person “interacts with an interlocutor within his or her zone of proximal development (ZPD); that is, in a situation in which the learner is capable of performing at a higher level because there is a support from an interlocutor” (Lightbown & Spada, 2006: 47). In ZPD, learners cooperate with an interlocutor in order to ‘co-construct’ knowledge and through the social interaction learning occurs. In Vygotskian theory “people gain control of and recognize their cognitive processes during mediation as knowledge is internalized during social activity” (ibid. 2006:47).

In the same line, Grass emphasized the context, in which the language learning occurs and insists on “how learners use their linguistic environment (in particular,

conversational interactions) to build their knowledge of the second language” (2002:17)

Indeed, Jim Lantolf (2000), Richard Donato (1994) and many others agree with the Vygotskian theory and argue that learners can improve their language proficiency by interacting with other learners. It should also be noted that in 1985, Merrill Swain introduced ‘Comprehensible Output Hypothesis’ and insists that when learners engage in conversation and notice a ‘gap’, then they will pay more attention to L2 speech and consequently modify it. In 2000, Swain and Lapkin tried to apply the socio-cultural explanation for the acquisition of a second language in programmes known as ‘Canadian French Immersions Programmes’. The principle in these programmes is based on the fact that L2 learners are ‘pushed’ to produce language when the communication breaks down. In fact, having noticed that French immersion students were weak in both productive skills; namely speaking and writing, Swain (1985) suggests the ‘Comprehensible Output Hypothesis’ as opposed to Krashen’s ‘Comprehensible Input Hypothesis’. She advanced that learners should be encouraged to engage in ‘verbal production’; that is ‘output’. Indeed, they carried a series of research to show that in ‘collaborative dialogue’ learners are continuously testing hypotheses to discover the correct and best form used to convey meaning. This is done through engaging in discussions with interlocutors. Swain emphasized that through these collaborative dialogues “language use and language learning can co-occur. It is language use mediating language learning. It is cognitive activity and it is social activity” (2000:97).

It should be noted that all these interactionists suggest that second/ foreign language learners learn a language through interaction with other L2 learners and also through their feedback. It goes without saying that language learners tend to use different types of

language learning strategies to facilitate the learning process.

2-2 Language Learning Strategies (LLS)

Learning a new language and using it appropriately is not an easy task. It requires time, effort, and motivation. Some people have the ability to learn a new language quickly whereas others face many problems and find it a difficult and laborious task. This is why learners are advised to make use of specific learning techniques and strategies that can help them in the learning process.

So, what are language learning strategies?

Language learning strategies are generally defined as being “activities consciously chosen by learners with the purpose of regulating their own language learning” (Griffiths ,2007:91). They are “intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information”. (Richard and Platt, 1992: 209)

For language teachers, language learning strategies are seen as a learning aid and tool made at the disposal of the learner so as to make his language learning effective and successful. In other words, the language learner who uses “adequate strategies to learn easier and efficiently is just like a footballer who uses specific tactics so as to win a game in the stadium” (Lee, 2010:135)

Consequently, an increasing number of research have been undertaken to find out which of the language learning strategies learners use are the most ‘effective’ and ‘satisfactory’. Takac (2008: 51) points out that those learning strategies are, in fact, “a

resource that learners can turn to in solving language learning tasks”. He added that “they cannot be characterized as inherently either good or bad but as potentially useful”.

Schmitt also considers learning strategies very important because they help in understanding “how the actions of learners might affect their acquisition of language” (2000:52)

For the purpose of this study, LLS will be taken to mean “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford 1990: 8).

All the foresaid definitions share the same idea that learning strategies are actions that language learners ‘consciously’ use so as to learn and retain the target language.

Therefore, when learners face any learning task such as reading, writing, speaking or listening, they can make use of the various strategies to ‘complete’ the task.

It is worth noting that the choice of any strategy is not done randomly but is rather determined by the following aspects. Nation (2001: 217) summarizes these aspects as the following:

- 1- Involve choice; that is, there should be several strategies to choose from.
- 2- Be complex; that is there should be several steps to learn.
- 3- Require knowledge and benefit from learning

Moreover, Oxford (1990:9) stipulates that LLS have some features summarized as follows:

- 1- Contribute to the main goal, communicative competence.
- 2- Allow learners to become more self- directed.
- 3- Expand the role of teachers.
- 4- Are problems-oriented
- 5- Are specific actions taken by the learner.
- 6- Involve many aspects of the learner, not just the cognitive.
- 7- Support learning both directly and indirectly.
- 8- Are not always observable.
- 9- Are often conscious.
- 10- Can be taught.
- 11- Are flexible.
- 12- Are influenced by a variety of factors.

In the following section, taxonomy of language learning strategies will be shortly summarized.

2-3 Taxonomy of Language Learning Strategies (LLS)

In an attempt to provide a clear understanding of language learning strategies, researchers classified learning strategies into different categories. The process of language learning strategies will be described and summarized and some of these scholars will be considered in this section namely, Rubin (1987), O'Malley et al (1985), and Oxford (1990).

2-3-a Rubin's (1987) Classification of Language Learning Strategies

Rubin is considered to be the pioneer in the field of Language Learning Strategies. He distinguishes between direct strategies and indirect strategies both of which contribute to language learning.

1- Strategies that Directly Affect the Learning: As far as strategies that affect directly the learning process, these entail cognitive and metacognitive learning strategies.

1-a Cognitive Learning Strategies involve direct analysis of the learning material. The cognitive strategies that directly affect learning are summarized as follows:

- Clarification/ Verification
- Guessing / Inductive inferencing
- Deductive reasoning
- Monitoring
- Memorization
- Practice

1-b Metacognitive Strategies and these are used to self-direct language learning through:

- Setting goals
- Planning
- Prioritising
- Self- management

2-Strategies that Indirectly Affect Learning: and these are Communicative strategies and Social strategies.

2-a Communicative Strategies are indirectly related to language learning. The main goal of these strategies is to take part in the conversation by asking for any clarification when difficulties of comprehension arise.

2-b Social Strategies: These are mainly used to practise the language with peers.

2-3-b O'Malley's (1985) Classification of Language Learning Strategies

According to O'Malley et al (1985), language learning strategies can be divided into three categories: Metacognitive strategies, Cognitive strategies and Socio-affective strategies.

a- Metacognitive Strategies

Metacognitive strategies are used to plan and monitor learning after completing a task.

They involve:

- self- evaluation
- functional planning
- self-monitoring
- selective attention

b- Cognitive Strategies

With cognitive strategies, the learning material is directly manipulated. The main cognitive strategies involve:

- repetition
- translation
- note-taking
- grouping

- inferencing
- elaborating
- deduction
- imaging

c- Socio-affective Strategies

As far as socio-affective strategies are concerned, these entail:

- cooperating
- questions for clarification
- transacting

2-3-c Oxford's (1990) Classification of Language Learning Strategies

According to Rebecca Oxford (1990), language learning strategies are used to mainly develop the communicative competence of the learner. Oxford (1990) provided a more 'comprehensively' system to describe LLS. It is called the Strategy Inventory For Language Learning (SILL). This Inventory has been used in different studies across the world to 'validate' the usefulness of using strategies to achieve language learning. She classifies LLS into two main categories: Direct strategies and Indirect strategies both of which are sub-divided into six groups:

a- Direct strategies involve a direct use of the target language and they comprise memory, cognitive and compensation strategies.

a-1 Memory Strategies: they are mainly used to memorize and store information for a later use. Memory strategies are defined as being "techniques specifically tailored to help

the learner store new information in their memory and retrieve it later on” (Khamkheir, 2010: 70)

a-2 Cognitive Strategies : they are ‘mental’ strategies but differ from memory strategies in that they do not involve deep processing of the learning material. Cognitive strategies are used to comprehend and use the language. Moreover, they enable the learner to manipulate the language he is learning and are reported to be highly used by language learners (Oxford, 1990).

a-3 Compensation Strategies: they are strategies which involve using the target language to overcome learning problems and gaps in knowledge (Deneme, 2008). Compensation strategies are considered as ‘helpers’ because they permit learners to make themselves understood when there is a communication breakdown and at the same time understand the information even if the input is not easy to be understood.

b- Indirect Strategies: these involve an indirect use of the target language. They entail metacognitive, affective and social strategies. According to Oxford, “indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means” (1990:151)

Both direct and indirect strategies can be applied to the four language skills namely, listening, reading, speaking and writing.

b-1 Metacognitive Strategies involve deeper processing than cognitive strategies and they are used for controlling one’s learning. They are essential for accomplishing language learning though learners prefer to use cognitive strategies more than

metacognitive strategies as the later involve linking with already existing knowledge, identifying the purpose of given tasks and evaluating their learning (Oxford, 1990).

Khamkheir states that metacognitive strategies are “behaviors used for arranging, planning and evaluating one’s learning” (2010:70)

b-2 Affective Strategies and they are more used to reduce anxiety and control the emotional state of the learner. Indeed, they “help to regulate emotions, motivations and attitudes” (Deneme, 2008:84)

b-3 Social Strategies help learners learn the target language by cooperating with other peers. Through interaction language learners come to better understand the language and its cultural aspect; that is why, Oxford (1990) considers empathy (which is the ability to understand other peoples’ feelings and emotions) an important social strategy. Besides, language is a form of social behavior; that is why, it is quite impossible to set apart language from social interaction (Oxford, 1990)

To sum up, Oxford’ (1990) LLS are classified as follows:

Direct Strategies

1- Memory Strategies	-creating mental linkages -applying images - reviewing well - employing actions
2- Cognitive Strategies	- practicing - receiving and sending messages - analyzing and reasoning - creating structure from input and output
3- Compensation Strategies	- guessing intelligently -overcoming limitations in speaking and writing.

Indirect Strategies

1- Metacognitive Strategies	- centering your learning -arranging and planning your Learning - evaluating your learning
2- Affective Strategies	- lowering your anxiety -encouraging yourself -taking your emotional temperature
3- Social Strategies	- asking question -cooperating with others - empathizing with others

Source: Oxford (1990: 17)

2-4 Mother Tongue as a Learning Strategy

When dealing with the mother tongue as a learning strategy, language teachers need to keep in mind that an EFL learner

Knows how to speak one language, says his native one; but in his early stages of learning the new one, there are many things he has not yet learned to do... what can he do other than use what he already knows to make up for what he does not know? To an observer who knows the target language, the learner will seem to be stubbornly substituting the native habits for target habits. But from the learners' part of view, all he is doing is the best he can: to fill in his gaps..... he refers for help to what he already knows (Newmark &

Reibel, 1968:159)

The mother tongue use (translation) is considered an ‘appropriate’ resource for language learners as it serves as a cognitive ‘activity’ in the classroom and is usually used by language students in their problem solving tasks. Indeed, it helps learners understand the similarities and differences between the target language they are learning and their mother tongue. (Titford, 1985)

In fact, Perkin (1985) stipulates that the use of the mother tongue enhances the L2 competence of the learners because it raises their awareness on the similarities and differences between the foreign language and their mother tongue on both syntactic and semantic level. This suggests that learning through native language fosters the students’ cognitive skills. It is very effective as it exposes students to ‘comprehensible’ input.

Likewise, O’Malley et al’s study undertaken in 1985 shows that the participants were given 11 cognitive strategies to select from them the most frequently used in learning the target language. 11.3% were found to use the mother tongue as a learning strategy.

It goes without saying that L1 has an important role to play in the language classroom but its excessive use can lead the following consequences:

- 1- The teacher and / or the student begin to feel that they have not ‘really’ understood any item of language until it has been translated.
- 2- The teacher and / or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features and thus oversimplify to the point of using crude and inaccurate translation.
- 3- Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.

4- Students fail to realize that during many activities in the classroom it is essential that they use only English. (Atkinson, 1987:426)

However, one cannot deny that the mother tongue has often been identified as a cognitive learning strategy. Cognition is usually referred to as an umbrella term that covers our thoughts and all the mental 'activities' such as thinking, conceiving, reasoning.....etc (Reber, 1995)

In a classroom where Chinese s being taught, the use of the native language is uncontroversial because it is well-recognized as a socio-cognitive process in the learning of foreign language. Schweers (1999) says that the insertion of L1 into language lessons provides learners with a great sense of security. He added that it is a useful aid that teachers are strongly encouraged to use because it provides learners with a clear comparison of grammar, vocabulary, and word-order in the target language and their mother tongue. Indeed, the level of learners' mother tongue development can foster the level of second/ foreign language development (Krishnaji, 1990/ Cummins (2000).

It is worth mentioning that FAO (Food and Agricultural Organization of the United Nations) confirms in 2002 that the development of children's intelligence is closely linked to the development and use of their native language. This is asserted by the Newsletter of UNESCO that "learning in the mother tongue has cognitive and emotional value" (2003:5)

Taking into account what has been mentioned, it seems that learners rely on their L1 in learning a foreign language and see it a useful support and strategy in the classroom. They constantly consult bilingual dictionary to check the meaning of the new word learned in their L1. However, its use varies according to their level of proficiency.

2-5 Empirical Studies on Students and Teachers' Beliefs on the Use of L1 Strategy in L2 Teaching

A number of relevant studies have been undertaken in different parts of the world to examine learners and teachers' beliefs about using the mother tongue in EFL classroom and to find out to what extent the use of L1 can be effective.

In 1985, Horwitz conducted a study with German and Spanish students learning English and found that the majority of them approve the idea of using translation in ESL/EFL classroom.

Likewise, Kharma and Hajjaj (1989) investigated the using of the mother tongue in the classroom and found that teachers and students favor to a great extent the use of mother tongue as a learning strategy but advocated the limited use of it.

Few years later, Husain's research conducted in 1996 reveal that the use of the mother tongue (translation) helps students improve the learning of vocabulary and phrases of the target language. The participants in the study were also found to highly benefit from the use of the mother tongue as a learning strategy.

Opposing Wen and Johnson (1997), Anton and Dicamilla (1998) undertook a small study with adult Spanish students surveying their use of the mother tongue and found that L1 was used as a scaffolding to solve problems in writing activities. Also, both students and their teachers approve of using L1 to save time and avoid ambiguity. Indeed, the mother tongue was found to be used as a 'mediating' tool to make the learning task easier.

Another research was undertaken by Schweers (1999) in Puerto Rican university with Spanish students learning English attempting to evaluate the use of the mother tongue. The study revealed that the majority of the participants think that the use of Spanish should be allowed in the English classroom. This goes in line with Hsieh (2000)'s study on the effectiveness of mother tongue in EFL context which showed that translation did not hinder his Taiwanese students' progress. It has helped them in improving their reading comprehension and understanding better the new vocabulary. Moreover, his study showed that the use of the mother tongue made students more aware of the coherence of an English text. 73% of the participants admitted that translation helped them learn the value of the home language (Chinese) and 65% stated that they became more aware of the different meanings an English word can have. Hsieh concluded by saying that translation is effective in English language and vocabulary learning and thus has to be encouraged in language classrooms. Another study was undertaken by Tang in 2002 with 100 first year EFL students in Beijing. The aim of the study was to see the potential reasons for learners and teachers use of L1. The findings revealed that both teachers and learners use L1 to explain grammar and define new vocabulary.

In the same context, Aquel (2006) conducted a study with Arab learners and non-native teachers teaching English as a foreign language at the University of Qatar. The aim of the study was to find out learners and teachers perception to using the mother tongue (Arabic) in the language classroom through administering a questionnaire. The study revealed that 62% of instructors think that it was acceptable to use Arabic in teaching the target language. As far as learners' reactions are concerned, 42.85% of freshmen; 57.64% of juniors and 61.53% of senior students favor the use of Arabic. In

this research, Aquel recommended the judicious use of the mother tongue in the language classroom. It should be noted that Liao (2006)'s findings go in line with Prince's (1996) study in that learners mostly used their mother tongue to increase their English vocabulary repertoire and enhance the three language skills namely reading, writing and speaking. During the same year (2006), Sharma undertook another research with 100 high school students and 20 teachers in Nepal using two instruments: a questionnaire and classroom observation. The study revealed that both teachers and learners prefer a limited use of L1 in EFL classroom; i.e., L1 is used only to make clear the meaning of abstract and difficult words and also explain grammatical rules. Moreover, Al- Hadhrami (2008) conducted a study with Arab learners learning English as a foreign language in Oman. He used interview and classroom observation to collect data. The researcher found that teachers used Arabic to translate new words and concepts. Arabic was also used to give instructions. Likewise, Kim and Petraki (2009) also investigated the same issue in a Korean school in Vietnam and found that teachers consider the use of the mother tongue often useful. Similarly, Cianflone (2009) conducted another research at the University of Messina, Italy. The participants were Italian native speakers learning English as a foreign language. Both students and their teachers argue on the use of L1 to explain difficulties in grammar or vocabulary because according to them this will save time and motivate students.

In the same year (2009), Alegria de la Colina and Del Pilar Garcia conducted a study with 12 EFL students and found that L1 was used as a cognitive tool to understand better the semantic meaning of new words and retain them. Besides, L1 was found to allow students to interact and therefore help them gain control of the learning material. In

parallel, Bouanguene (2009) conducted a case study at the University of Laos. The findings revealed that the use of the mother tongue ought to be allowed with beginners especially as far as vocabulary is concerned. Bouanguene affirms that “ in order to prevent the misunderstanding of the meaning of the new word, teachers should provide clear, simple and brief explanation of meaning, especially in the learners’ first language” (2009:189)

It is worth mentioning that Karimian (2013) investigated 170 Iranian English learners’ use of their mother tongue as a helping strategy to learn the target language. The finding revealed that students use their mother tongue as a learning strategy. This study is consistent with Chamot et al (1987)’s study which revealed that the use of the mother tongue in language classroom was considered a scaffolding for the participants’ comprehension of the target language. The findings also go in line with Hussain’s (1996) results in which it was found that students’ use of L1 increases their self-confidence and lowers anxiety and stress. This is also confirmed by Wenden’s (1986) findings which revealed that the total exclusion of the mother tongue from the classroom makes learners feel nervous and scary.

In contrast to these studies, Kobayashi and Rinnert (1992) reported in their study with Japanese students that most of both higher and lower proficiency Japanese learners preferred direct L2 writing with no L1 interference because they consider it detrimental to think in one’s native language and write in another. This goes in line with Wen and Johnson (1997) who conducted an in-depth qualitative study with Chinese students learning English. The aim of the study was to find out the difference between high and low achievers regarding the use of the mother tongue in reading-tasks. The results

revealed that the participants who made use of translation as a learning strategy were low achievers and those who maintained that the use of Chinese in English classroom is harmful and should be avoided at all costs are indeed, high achievers. That is why; both Wen and Johnson (1997) state explicitly that Chinese teachers should ban the use of mother tongue in their language classroom.

In sum, the first language is a pedagogical source that cannot be neglected and at the same time should not be overused. Most of the aforementioned studies indicate that L1 is widely used by EFL learners and is therefore, an inevitable learning strategy.

2.6 L2 Learner and motivation

Learning a language and adopting an effective strategy is not an easy task. L2 learners need to be equipped with a strong motivation to succeed in the learning process. Motivation is generally seen as “a highly complex phenomenon” (Hedge, 2000:23). For Thornbury, it is the learner’s will and desire to achieve a goal. Motivation is “a key factor determining success or failure in language learning” (2006: 137). The language learner is motivated to achieve either a short-term goal such as having good grades in exams, or a long-term goal as developing a native-like language proficiency. A distinction is therefore made between two kinds of motivations: Instrumental motivation and integration motivation.

- a- Instrumental motivation is when the learner’s goal is functional. That is, the target language is needed as an instrument “to find a job and earn money, further career prospects, pass exams and help fulfill the demands of their job” (Baker, 2001:123)

b- Integrative motivation is when the learner seeks to be identified with, and integrated into the target language community (Thornbury, 2006/ Hedge, 2006) Dornyei (1994) created a model of foreign language learning motivation that entails three different levels:

-The learning situation at the first language level includes both integrative and instrumental motivational elements. These elements deal with reactions and attitudes towards L2.

- The learning situation at the second language level encompasses cognitive theories of motivation. The language Learner reacts to the language.

- The learning situation at the third language level takes into account identified motivational elements that are directly related to the teacher, the language learner, and any individual with whom the language learner interacts. (Dornyei, 1998).

After conducting many studies , Dornyei (2009) proposed L2 motivational self-system which is composed of three dimensions: the Ideal L2, the Ought-to self, and L2 learning experience.

a- The Ideal-L2 self represents the ideal image of what the learner wants to be in the future. It is seen as integrative motivation. For instance, if he/she wants to be a native-like speaker, the native like pronunciation will act as a strong motivator. The Ideal-L2 self is “a vivid and real image: one can see.... and feel one’s ideal self” (Dornyei et al, 2006:92)

b- The Ought-to L2 self is concerned with the qualities that one believes “to possess to meet expectations and to avoid possible negative outcomes” (Dornyei, 2009:29).

The Ought-to L2 self becomes a powerful motivator for learning when a language learner wants his teacher, for example; to reward him because of his good language proficiency.

- c- The L2 learning experience which is defined as being “situated, executive motives related to the immediate learning environment and experience” (Dornyei, 2009:29)

It is to mention that the last component (the L2 learning situation) is related to intrinsic motivation because the learning environment such as the curriculum, the L2 teacher and the schoolmates might help improve the learning process of the learner (Papi, 2010). The Ideal L2 self is found to be the most important factor to language learner achievement.

It goes without saying that language teachers ought to help and motivate their Foreign Language learners in learning the target language. Baker (2000:125) summarizes Dornyei (1994) ‘interacting’ strategies that language teachers have to adapt in order to help their learners develop their language proficiency, develop their self- competencies, and reduce their fear and anxiety. These strategies are also tips to help language teachers develop and improve their skills:

Language

- 1- Include a socio-cultural component in the syllabus (e.g. television programs, inviting native speakers)
- 2- Develop learners’ cross-cultural awareness systematically, focusing on cross-cultural similarities rather differences.

- 3- Promote student contact with second language speakers (e.g. exchange programs, pen pals, trips)
- 4- Develop learners' instrumental motivation by highlighting the usefulness of second language study.

Learner

- 1- Develop students' self-confidence in use of the language (e.g. realizable short-term goals, praise and encouragement, a regular experience of success, using confidence building tasks)
- 2- Promote students' self-efficacy with regard to achieving learning goals (e.g. teaching useful communication strategies, developing realistic expectations).
- 3- Promote favorable self-perceptions of competence in the second language (e.g. highlighting what students can do rather than what they cannot do, students not worrying about making mistakes)
- 4- Decrease student anxiety in learning a second language.
- 5- Promote motivation-enhancing attributions (e.g. students recognize the link between effort and outcome, attribute past failures to factors that can be changed).
- 6- Encourage students to set attainable sub-goals for themselves (e.g. by a personal learning plan)

Teacher

- 1- Try to be emphatic (sensitive to students' needs), congruent (behave in honest and true-to-self manner) and accepting of students' strengths and weakness.

- 2- Adopt the role of a facilitator rather than that of an authority figure.
- 3- Promote external pressure, with students sharing tasks and responsibility for their own learning, using peer-teaching and project work.
- 4- Act as a role model, sharing personal interests, sharing personal commitment to the second language.
- 5- Introduce language learning tasks to stimulate *intrinsic* motivation and help internalize *extrinsic* motivation, showing the purpose (and its integration into a whole) of each language learning tasks.
- 6- Use motivating feedback, give feedback that is informative, and not over-react to errors.

Learners' motivation plays a vital role in improving EFL learners' language proficiency. Motivation is an inevitable ingredient of success. Indeed, it is "one of the main determinants of second/foreign (L2) learning achievement" (Dornyei, 1994: 273)

In sum, motivation is a force that ought to be considered at its fair value. Teachers along with their language learners should not underestimate the powerful positive effect of motivation on learners' achievements. For Dornyei

Motivation provides the primary impetus to initiate learning in the L2 and later the driving force to sustain the long and often tedious learning process... Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. (1998:117)

Conclusion

This chapter examined different theories of foreign language learning and language learning strategies. All these highlight how foreign language learners learn and acquire the target language.

Indeed, the role of behavior, the mind and the socio-cultural context are necessary in acquiring a foreign language. These are best represented through the behaviorist learning theory, the cognitive learning theory, and socio-cultural theory. A summary of the most important language learning strategies is given with a special focus on the taxonomy of Rebecca Oxford (1990) whose Strategy Inventory for Language Learning (SILL) has been used in many studies and considered useful for achieving language learning. L2 learner motivation is also tackled to highlight its importance in the learning process.

Most of the studies seen in this chapter reveal that the use of the mother tongue assists L2 learners in their learning process. This does not devalue the benefits of the target language but rather sheds light on the fact that a judicious use of the mother tongue can save time and be of greatest benefit. The studies show that the use of L1 in language classroom provides scaffolding for foreign language learners.

CHAPTER 3:

**BILINGUALISM AND CODE
SWITCHING IN FOREIGN
LANGUAGE CLASSROOM**

Introduction

Using more than one language means exploring more than one culture and seeing the world from more than one perspective.

There is no doubt that language is a tool for communication. It enables people to communicate their thoughts and feelings. Being a bilingual supposes having possession of more than one language for communicating. And doubtlessly, bilingual learning develops cognitive and metacognitive linguistic competence.

The purpose of this chapter is to examine relevant literature on bilingualism and code switching in foreign language classroom. The first section defines bilingualism and reviews its dimensions, defines who the bilingual person is, and presents the multiple views of bilinguals. The issue of native or non-native English speakers teachers is also tackled. The second section contains an overview of code switching in foreign language classroom, examining types and functions of code switching. The different functions of code switching are presented in relation to students and teachers. The last section deals with code switching as a tool in the classroom and special attention is given to the relationship between language and culture.

3-1 Definition of Bilingualism

“Since a bicycle has two wheels and binoculars are for two eyes, it would seem that bilingualism is simply about two languages”. This is how Baker (2001:2) introduces the concept of bilingualism.

Bilingualism is defined as being “the use of two languages, either by an individual, or by a social group” (Thornbury, 2006:25). For Hornby (1974), it is the ability to speak and use two languages, and Bloomfield defines bilingualism as being “the native-like control of two languages” (1933:56).

In fact, the field of bilingualism is both ‘broad’ and ‘inter-disciplinary’. For instance, linguists are interested on how persons can develop their bilingual competence. Sociologists on the other hand insist on what a language fulfills while psychologists focus on the origin of bilingualism. (Baker, 2001)

Bilingualism generally refers to “the state of linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction” (Hamers & Blanc, 2000:6). Educationalists make a clear distinction between individual bilingualism (an individual possession) and societal bilingualism (group possession). In other words, bilingualism can be discussed from two aspects; that is, as an ‘individual phenomenon’ or a ‘societal phenomenon’ (Skutnabb-Kangas 1981). However, Hamers and Blanc (2000) state that the two phenomena are ‘inter-dependent’ which suggests that it is impossible to consider them in isolation. Hamers and Blanc maintain that “bilingualism must be approached as a complex phenomenon which simultaneously implies a state of bilinguality of individuals and a state of languages in contact at the collective level” (2000:32).

Hence, bilinguality which is called ‘individual bilingualism’ is included in the concept of bilingualism. It is ‘the psychological state’ of a person having possession to more than one ‘linguistic code’ for communication (Hamers & Blanc, 2000).

3-2 Dimensions of Bilingualism

When talking about bilingualism, it is very important to mention the two most important dimensions namely **circumstantial** and **elective** bilingualism. (Baker, 2001)

Elective bilinguals is a characteristic’ of a person who learns a language in a language classroom such as for example an English-speaking American who learns Spanish or French. These learners learn a new language “without losing their first language” (Baker, 2001:3). Circumstantial bilinguals are characterized by the learning of a language for the purpose of surviving such as immigrants. These people “must become bilingual to operate in the majority language society that surrounds them” (Baker, 2001:4). In circumstantial bilingualism, the mother tongue is threatened of being replaced by the second language. Baker (2001) points out that elective bilingualism is a matter of choice whereas circumstantial bilingualism is a matter of survival.

3-3 The bilingual Person

It is generally agreed that the bilingual’s ability to use two languages reveals that the bilingual person has different aspects of personality (Edward, 2003). Baker (2001) mentions that the bilingual person is a ‘complete’ and ‘integrated linguistic whole’ who makes use of his or her language according to the language context, environment and people themselves. Talking about the bilingual identity leads us to talk about the notion of belonging because “the heart of bilingualism is belonging” (Edward, 2003:4) which

means that as people belong to different language groups these groups have different characteristics which characterize their identity. On the same idea, Baker and Prys-Jones (1998) confirm that to be bicultural usually means that you are bilingual whereas to be a bilingual does not necessarily mean to be bicultural. This suggests that there is a close relationship between bilinguality and identity.

It is generally uncontroversial that the bilingual person is a skilled person at crossing boundaries (Heller, 1999). However, Romaine (1995) stipulates that there are different forms of bilinguals such as 'ideal bilingual', 'full bilingual' and 'balanced bilingual' which means that the level of bilingual proficiency vary from one person to another. Hence, a true bilingual is the one who keeps the two languages separate through having two total separate linguistic repertoires (Baker, 2001). Indeed, a major characteristic of a bilingual person is the use of code-switching which is also known as code- shifting. For Harmer and Blanc (2000), when a learner code-switches from his mother tongue to the target language he was seen as an inferior competent in one or both languages.

3-4 Bilingualism in L2 Classroom

The relationship between the teacher and the learners is interwoven. Therefore, the best approach to language learning is to allow the learning process to occur at its 'own pace'. Thus, using the learners' L1 and L2 in communication can be very fruitful as it gives the learner the feeling of confidence that both L1 and L2 can be used in the classroom as tools of communication which in its turn create a 'comfortable' learning environment. Both the use of the mother tongue and the target language must be seen as 'complementary'. Indeed, the language learning does not take place if learners are

exposed to an incomprehensible input; that is why, and in order for a learning to occur, a language learner has to receive a comprehensible input. (Krashen,1985).

It is worth noting that “language cannot be divorced from the context in which it is used” (Baker, 2001:12). Hence, a learner may communicate effectively but has a limited linguistic skill. Another learner can have a good linguistic mastery but because of the lack of interaction, he is unable to communicate and hold a conversation; this is why, “the social environment where the two languages function is crucial to understanding bilingual usage” (Baker, 2001:12). In other words, a bilingual can be ‘fluent’ in both his L1 and L2 but does not (or scarcely) use both. Another bilingual may use the two languages in many different situations though he is not fluent in both of them.

3-5 The views of Bilinguals

According to François Grosjean (1994), there are two points of view of ‘individual bilinguals’: a **fractional** view and a **holistic** one.

3-5-a The Fractional View of Bilingualism

In the fractional view, the bilinguals are seen as “two monolinguals in one person” (Baker, 2001:7). The bilingual has two separate linguistic systems which means two languages that are identical to those of the corresponding monolinguals. Therefore, a bilingual’s English proficiency and competence is always compared with that of a native monolingual English speakers and his proficiency in the target language has to equal the proficiency in his mother tongue otherwise he may be ‘classified’ as inferior. That is why, we say that a bilingual is a two monolingual person . He is equally fluent in both languages. He is the ‘ideal’, the ‘balanced’, and the ‘perfect’ bilingual.

3-5-b The Holistic View of Bilingualism

The Holistic view of bilingualism is proposed by Grosjean (1982). It considers the bilingual as a person having a ‘unique’ linguistic profile and thus, any comparison of the monolingual language proficiency with the bilingual’s one would be just ‘unfair’. In fact, the bilingual is a “complete linguistic entity, an integrated whole” (Baker, 2001:9) and therefore the level of proficiency in one language depends on the context in which this language is used, the persons with whom it is used and the purpose for which it is used (Baker, 2001). In other words, the bilingual uses the two languages in different context, to accomplish different purposes and with different people. This is why, François Grosjean argues that the monolinguals are not the point of reference.

3-6 Native and Non-Native English Speakers’ Teachers

It is uncontroversial that learners of English as a foreign/ second language ‘strongly’ prefer the native speaker teachers (Takada, 2000; Widdowson, 1992). However, this gives the non-native teachers the negative feeling that they are second-class status (Oda, 1999).

So, who is the native speaker?

Many researchers think that it is not easy to define exactly who the native speaker is. Davis states that “to be a native speaker means not being a non-native speaker” (1991:166). This definition shows that it is almost impossible to have a definite and absolute definition of the native speaker. In an attempt to define it, Cook considers that “a person is a native speaker of the language learned first” (1999: 187). In sum, the native speaker is the one who has a ‘correct’ usage of the language and pronounces it well

which suggests that the native speaker is an ideal teacher as he is supposed to be a competent teacher. This is to say that the native speaker teacher speaks the language fluently and pronounces it perfectly. However, Widdowson (1992) maintains that a teacher in general is an ‘informant’ and an ‘instructor’ and therefore, a native speaker teacher can be a good informant but he /she is not necessarily a good instructor.

According to him, a non-native speaker teacher has acquired a better experience than a native speaker teacher because the latter may have a good experience in English language use but the experience of the former lies in being an English language learner before being an English language teacher. This makes of the non-native speaker a better helper for learners (Liu, 1999a). This is confirmed by O’Nail who sees that the non-native teachers have “learned the target language as foreigners and have direct insight into and experience of the processes involved for other non-native speakers” (1991:304).

A monolingual teacher may be the teacher who knows only one language or a teacher who adopted a monolingual approach in his teaching, and a bilingual class may be a class in which all the learners share the same mother tongue, (for example Mandarin) and therefore, are taught in a bilingual method by a teacher who uses in his/her teaching Mandarin and English (Ellis, 2003). This suggests that non-native speakers have an appropriate linguistic background with a good language level of proficiency in English, that they possess the required skills and knowledge for classroom teaching and therefore can easily use pedagogically sound principles in the classroom (Turnbull, 2006)

Concerning the use of the native language in EFL classroom, many researchers found that most learners prefer the two teachers: monolingual and bilingual claiming that a bilingual teacher is preferred “for problems solving and explanation, a monolingual

teacher (meaning presumably, a native speaker) for pronunciation and as a motive for conversation practice” (O’Grady and Kang 1985:76).

In short, it is time to cease seeing the monolingual teacher as the ideal teacher and as the norm for foreign language teaching. It has to be realized that “non-native teachers should recognize the importance of professional development over nativeness. They should learn that, due to being well experienced and educated, they can contribute to the educational process” (Tajeddin, 2016:51). Indeed, non-native speaker teachers are teachers who possess additional skill. They are good examples of ‘successful’ teachers. Besides, they are able to put in practice pedagogically sound principles in the classroom (Cook, 2005/ Turnbull, 2006)

3-7 Code Switching in Foreign Language Classroom

3-7-a Definition of Code Switching

Code-switching is generally defined as being the switching between L1 and L2 in either in oral or written expression. It is the ‘alternative’ use of L1 and L2 within a single sentence or between sentences (Clyne,1991). Lightbown referred to it as “the systematic alternating use of two languages or language varieties within a single conversation or utterance” (2001:598). In sum, code-switching is “the shift from one language to another within a conversation or utterance” (Jingxia, 2010:10)

3-7-b Types of Code-Switching

Many researchers attempt to present a ‘typological framework’ of the concept code-switching. Poplack (1988) identified three types of code-switching: tag, inter-sentential and intra- sentential switching.

- **Tag-Switching** means inserting a tag or a phrase in one language (L1) into a sentence that is in another language (L2) or vice versa. Examples of the most common English tags are: *I mean, You know, I wish.*

- **Inter-sentential switching** takes place at a ‘clause’ or ‘sentence boundary’ in that every sentence is in L1 or L2. Hence, taking into consideration the fact that the speech of an individual is divided into sentences “one sentence will be in one language while the other sentence will be in a totally different language” (Kebeya, 2013). Inter-sentential switching involves language proficiency and high fluency in both languages (Romaine, 1995). It “serves to highlight a particular point uttered in the other language” (Al-Hourani, 2016:33). This type of switching is better illustrated in the following example: “What’s the matter man! Relax and take a breath. Otherwise rahnetessal bishorta (we will call the police)” (Lipski, 1985)

- **Intra-sentential switching** is the most complex type. It occurs within the clause or sentence (Jingxia, 2010). In intra-sentential switching, speakers switches from L1 to L2 or from L2 to L1 within the same sentence which means that “a sentence will be made up of two or more languages” (Kebeye, 2013: 229)

Appel and Muysken (2006) identified four types of code-switching. The three fore-mentioned and added a fourth one which is: *Switches at the conversation and Discourse level*. On the other hand, Gumperz (1982) introduced the situational and metaphorical switching.

Situational switching means a change according to participants’ language situations in a conversation or a discourse whereas **Metaphorical switching** involves a topical change.

Lin (1990) suggested two other types of code-switching namely Alternational and Insertional switching. Lin stipulates that **alternational switching** belongs to intra-clausal switching while **insertional switching** is inter-clausal.

3-7-c Functions of Code Switching

According to Appel and Muysken (2006), there are five important functions about code switching or mixing of the two languages (L1 and L2). These functions are: Expressive, Directive, Metalinguistic, Poetic, and Referential function.

a-Expressive function is used when the learner uses his first language in order to express his feelings freely.

b-Directive function is generally used by the teacher to get the learners' attention.

c-Metalinguistic function falls on the case when the learner paraphrases words and metaphors to clarify meaning.

d-Poetic function is more concerned with learners' insertion of jokes, stories or even 'poetic quotations' when interacting with others in L2.

e-Referential function means that the learner uses his native language whenever he finds himself unable to provide a suitable term in the foreign language or when it is impossible for him to find the equivalents.

It is worth noting that in 2012, Pei-Shi undertook a study with Taiwanese students and found that the participants often use expressive, directive, and metalinguistic function whereas the other functions are rarely used. A year before, Sampson (2011) investigated the functions of the Colombian students' code switching in EFL classroom in an attempt

to find out whether the adoption of the monolingual approach is ‘pedagogically’ justified. The findings reveal that not only low achievers but also even high achievers make use of code switching especially when negotiating the meaning of words and their equivalence and therefore concludes that code switching has nothing to do with learners’ language proficiency and level.

The Functions of Students’ Code Switching

The following are different functions of students’ code switching that Sampson (2011) revealed in his study:

a- Equivalence Code Switching

Equivalence is the first and most used function of students’ code switching. Code switching is used when the language learner wants to be quick and precise. He directly uses L1 equivalence code-switching to clarify meaning and avoid ambiguity. Sampson stipulates that both native and non-native teachers can ‘exploit’ their learners’ L1 by asking them question such as: “Do you have an expression for this in your language?” or “Can you translate it back into English?” (Sampson, 2011: 297). In other words, the learner uses his native language and gives equivalent of an item when he finds himself incompetent to use the target language to explain this item. This equivalence functions as a “defensive mechanism” for learners as it offers them a way to avoid a communication breakdown. However, this code switch may be related to the ‘deficiency’ in students’ linguistic competence of the foreign language. And to bridge the gap caused by the target language incompetence, students switch to their mother tongue. (Sert, 2005)

b-Floor-Holding Code Switching

Floor- Holding code switching is the second function used by learners. It occurs when the learner continues communicating with his peers without being ‘paused’; that is, just like a native speaker does. Indeed, language learners perform this function for the same reason which is to fill a gap during a conversation held in the target language. So, when unable to retrieve L2 structure or vocabulary, learners then, code switch for floor-holding. For Sert (2005), this may have negative effects on learning.

c- Metalanguage Code Switching

This code switching is used when learners discuss the tasks given to them and it is used to “make a distinction between procedural concerns and language practice itself” (Sampson, 2011:297).

d- Reiteration Code Switching

This function is used by the learner when he is misunderstood. Thus, he ‘reiterates’ to L1 to clarify what is not understood. In reiteration, “messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood” (Elridge, 1996: 306). In this type of language alternation, the language learner uses repetition technique to make himself understood. He repeats over and over again in the mother tongue until the meaning of the message is well grasped.

e- Socializing Code Switching

Learners generally use this function to maintain and develop a sense of solidarity and friendship (Sampson, 2011).

It is worth noting that in 2008, Huang undertook a study on three classes. These classes were of different levels. The findings showed that the participants in this study code-switch for eight functions. These functions are: a linguistic gap, repeating the same pattern, tattle telling, translating, attracting attention, expressing emotions, avoiding punishment, and turning to the L1 when the language teachers are native speakers. What is important to mention is that the researcher found that code-switching decreases when learners are highly exposed to the target language (L2) and that “the advantages of using code switching in a language classroom outweighed the disadvantages” (Horasan, 2014:32)

2- The Functions of Teachers’ Code-Switching

The teachers’ use of code-switching is generally considered ‘unconscious’ behavior and it is done to fulfill some functions. Matsson and Burenhult (1999) argue that teachers’ code –switching serves the following functions: topic switch function, affective function, and repetitive function.

a-Topic Switch Function

In topic switch function, the language teacher mostly switches to the learners’ mother tongue to explain difficult lesson points. This is most noticed in grammar. This means that at this specific point, a ‘bridge’ is built from his L1 (the known) to L2 (the unknown) in order to clarify meaning and facilitate comprehension. (Sert, 2005)

b-Affective Switch Function

Affective function is used by the teacher to break the ice between himself and his learners and create an intimate and friendly relationship with them so that learning

happens in a comfortable environment. This function is almost done unconsciously by the teacher. Sert (2005) advocates that code switching creates a supportive language environment.

c-Repetition Function

The third and last function of code-switching in the language classroom is the repetition function which aims at stressing the necessary knowledge by repeating them in the mother tongue many times throughout the lesson. However, this may lead the student to ‘undesired’ behavior. He will lose interest in listening as he will be sure that everything will be translated to his L1.(Sert, 2005)

3-8 Code-Switching as a Tool in the Classroom

It is generally acceptable among language teachers that code-switching is useful in the classroom due to the fact that it helps learners relax and consequently learn better.

According to Cook (2001), teachers who adopt an approach of code-switching in their teaching create an authentic learning environment. The use of code-switching is more effective when teachers limit the use of L1 and decide when to switch to L2 so as to ensure comprehension and full participation of the learners. This goes in line with Rolin-Ianziti and Brownlie (2002) who state that “code-switching represents another strategy teachers use to simplify their speech in order to accommodate the learner’s level of proficiency. We hypothesize that a few strategic uses of native language may introduce input modifications that affect the foreign language learning positively” (p.423). It is worth noting that Castellotti and Moore (1997) consider code-switching an effective strategy but add that teachers should limit the use of it by clearly showing their learners

when to use it. However, Schmitt (1995) considers the use of code-switching in the ESL/EFL classroom a reflection of the lack of proficiency of the language teacher. On the same line, Knight (1996) concurs that if Japanese high school teachers are reluctant to use English in the classroom it is because their proficiency in the language is low. Ferguson states that teachers code switch “to discipline a pupil, to attend the late comers and to gain and focus pupils’ attention” (2003:42). Before him, Merrit (1992) also found that code-switching helps teachers draw their learners’ attention to different aspects of the target language that are deemed important.

It should be mentioned that, Schmitt and Mc Carthy advocate that “a learner’s L1 is one of the most important factors in learning L2 vocabulary” (1997:.2). However, teachers and researchers agree on the fact that code-switching should be minimized in language classroom and thus a careful and limited use of the native language is recommended.

3-9 Language and Culture

Culture is generally described as “socially acquired knowledge” and as a matter of fact, “language is a symbolic presentation of culture” (Mahadi and Jafari, 2012: 233-234)

Culture is this ability to convey patterns of human knowledge, beliefs and values that lie upon man’s ability for learning and passing on knowledge to the following generations. It is, indeed, “by means of language that one generation passes on to the next its customs and beliefs, and by which members of a society come to be aware of their place in it” (Illic, 2014:3).

It is uncontroversial that foreign language learning and teaching includes several components namely grammatical competence, communicative competence, language

proficiency and one's attitude towards culture. Teaching a language is not only a matter of teaching its vocabulary, syntactic structures and grammar but also incorporates some cultural elements which cannot be separated from language. (Thanasoulas, 2001:1).

Language rituals, clothes, beliefs and values are all elements of culture that connect people with each other. Therefore, culture is better learnt through “relation with other people...culture is not natural, inborn...it is a social product” (Mahadi, 2014:232).

According to Sapir-Whorf hypothesis (known as ‘Linguistic relativity’), every person views the world according to his language because language has a great influence on thought. The language we speak shapes and determines our way of thinking and perceiving the world. In other words, there is a close relationship between language and thought (Mahadi & Jafai, 2012)

Whorf insists that “the world is presented in a kaleidoscopic flux of impressions which has to be organized in our minds- and this means largely by linguistic systems in our minds”. He then adds that this “new principle of relativity holds that all observers are not led by the same physical evidence to the same picture of the universe unless their linguistic backgrounds are similar” (Whorf, 1956:213-214 in Illic, 2014)

Gabrielatos stipulates that “language expresses culture” and that

it embodies the efforts of a language community to conceptualize and interpret the world, as well as human experience and relations. As a result, language reflects the complex ‘personality’ of such a community. Therefore, language can only be interpreted and learned with reference to a specific cultural context’ (Gabrielatos, 1998: 21).

Indeed, learning a foreign language involves being able to communicate with it and put it in its social context (Pierce, 1995). According to Brooks (1976), cultural competence is important in EFL classroom. By cultural competence, he means beliefs, behavior, and values which he calls “BBV”. As a matter of fact many teachers implement the teaching of culture in their ongoing lessons because they believe heavily that language cannot be separated from culture and that the teaching of language is by default the teaching of culture. (Benahnia, 1992).

Benahnia (1992) draws a diagram in which he states that beginners’ learners should be exposed to their native language culture so as to strengthen their self- confidence and encourage them to talk about their culture. When moving to the following level, then foreign language culture is progressively introduced until the learner explores in depth all cultural elements and issues of the target language.

Language and culture are interwoven and as the main objective of language is to communicate with it, then culture and communication cannot be considered separately because culture “helps to determine how people encodes messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted...culture..is the foundation of communication”. (Thanasoulas, 2001:8). At any rate, speaking means being in contact with others and maintaining relationships with them. To speak means to use a language.

The general objective of language teachers is to help learners ‘appropriate’ the target language and this means that they should help them use the foreign language ‘creatively’ and ‘critically’ (Gabrielatos, 2001). In this why, learners are supposed “to be themselves, to project their own personality through the use of the new language” (Gabrielatos,

2001:8). And to achieve this objective, teachers are advised to contrast L1 and L2 and also their culture. For that they need to know well the similarities and differences between the learners' mother tongue and the target language at different levels namely semantic, morphosyntactic, pragmatic and discourse level. (Gabrielatos, 2001).

As a matter of fact, one cannot study a foreign language in isolation, apart from its culture because the cultural aspect of a language allows learners to communicate effectively, understand other interlocutors' view points, and avoid misunderstanding.

Conclusion

Bilingualism has different dimensions and views which need to be considered. And because the bilingual person is characterized by the utilization of code-switching in everyday use, most learners were found to code switch in the mother tongue when learning a new language. Code-switching is regarded as being one of the 'involving' features of bilingual speech and it is used in many activities by both teachers and learners (Baker, 2001). Using L1 in L2 classroom facilitates learning and can be 'prosperous' during the learning process. It is important for both teachers and learners to be aware of the different functions code switching serves and the reason why learners code switch in the language classroom.

Moreover, culture is vital in a foreign language learning and teaching. This is why; training teachers on how to incorporate culture in different activities is to be considered. Indeed, the development of the learners' intercultural competence (ICC) helps learners understand their own culture and the culture of others. It also helps them judge both cultures appropriately and by the same token allows them to shape their personal identity.

Indeed, “the bilingual/ bicultural teachers....are in a position to enrich the process of learning by using the mother tongue as a resource, and by using the culture which the mother tongue embodies they can facilitate the progress of their students towards the other tongue, the other culture” (Prodromou, 2000: 2).

According to Auerbach (1993), the use of learners’ mother tongue may lead to positive effect on reducing culture shock learners encounter while learning the target language. It is also worth noting that the learners’ mother tongue is becoming of utmost importance in foreign language classroom because it plays a crucial role in preserving identity and ameliorating learners’ understanding of how language functions. (Karoly, 2014:90-91)

The mother tongue use in EFL classroom is a pedagogical tool and a language strategy that cannot be ignored. The potential reasons for learners and teachers use of L1 cannot be underestimated by both language teachers and curriculum designers.

CHAPTER 4 :
RESEARCH METHODOLOGY
AND PROCEDURE

Introduction

This chapter provides a description of the research methodology and discusses the overall design of the study in terms of its aim, subjects, instruments of the data collection, and the data analysis. It describes the two research techniques used to analyze learners and teachers' use of the mother tongue in EFL context and at the same time examines their beliefs and opinions on the issue aiming at answering the four research questions stated in the general introduction. The four research questions of this small scale study are investigated using the exploratory instruments of questionnaire, classroom observation, and semi-structured interview which make a descriptive interpretative approach attainable.

The first section in this chapter deals with a clarification of the difference between qualitative, quantitative, and the mixed method used in this study. The second section deals with the procedure of data collection which consists of two questionnaires, a semi-structured interview, and classroom observation along with audio- recording.

4.1—Research Design and Method

As presented before, the present study is undertaken with secondary school learners (1A.S/ 2A.S/ 3A.S) in Algiers during the academic year 2015-2016. It is descriptive and exploratory.

This research is a case study aiming at investigating learners and teachers beliefs on the use of L1 in EFL classroom. A case study has a number of advantages; “it allows

multiple sources and *techniques* in the data gathering process” and “ is able to provide *rich and in-depth* data on the behavior or small group” (Hua & David,2008:99)

The following four core questions are investigated:

- 1-When and how frequently do learners use their mother tongue in EFL classroom?
- 2-What do the learners think about using the mother tongue in EFL classroom?
- 3-In what situations do teachers use the mother tongue?
- 4-What do the language teachers think about using the mother tongue in EFL lessons?

In the present case study, and in order to investigate and measure learners and teachers’ use along with their opinion on using L1 in EFL context, a mixed method approach is used which combines qualitative and quantitative methods. The choice of this approach is deemed the most appropriate through which we expect to get answers to the four research questions raised in this study. A statistical analysis is used to analyze the twenty five questions of the questionnaire and a qualitative approach is used to analyze and interpret data collected from the interview and class observation. It should be noted that the use of multiple methods to collect data is very important because “the resulting mixture or combination is likely to result in complementary strengths and no overlapping weaknesses” (Johnson & Onwuegbuzie, 2004:18)

4.1.1 Quantitative, Qualitative, and the mixed method

Review of literature shows that research in humanities has witnessed a divisive debate between qualitative and quantitative method of data collection. However, researchers nowadays are more directed towards mixed methods research design which involves the merging of both. Quantitative research implies numerical data collection which is

accordingly analyzed by statistical methods whereas qualitative research implicates open-ended data collection which is correspondingly using non-statistical methods (Dornyei, 2007). Indeed, quantitative approach “facilitates comparisons between organizations and groups” whereas qualitative approach allows “the participants to raise issues that matters most to them” (Choy,2014: 101-102)

Quantitative approach is called ‘positivist philosophy’ and aims at testing correlations between variables while qualitative approach is called ‘constructivist’ and ‘interpretative’ and aims at describing and generating hypothesis.(Silverman (2000); Johnson & Turner (2003); Johnson & Onwuegbuzie (2004)). According to Nunan, a quantitative research is ‘obtrusive and controlled, objective, generalizable, outcome oriented, and assumes the existence of facts which are somehow external to and independent of the observer or researcher’ (1992:3). A qualitative research, on the other hand, implies that there is a ‘subjective element’ to any undertaken research and ungeneralizable. It is to mention that an ungeneralized study is “one in which the insights and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data were collected” (1992:3)

A mixed method research is “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzie, 2004:17). The mixed method approach is used in order to triangulate the data and “obtain information through different procedures to heighten the dependability and trustworthiness of the data and their interpretation” (Zohrabi, 2013: 254).

It is worth mentioning that for Van Lier (1988 cited in Nunan,1992:5), there are two important parameters through which a research can be analyzed as far as applied linguistics research is concerned:

- a- An interventionist parameter such as a formal experience which takes place under laboratory conditions.
- b- A selectivity parameter such as a naturalistic study of a classroom in action.

Nunan (1992:7) illustrates the relationship between these two parameters in the following figure:

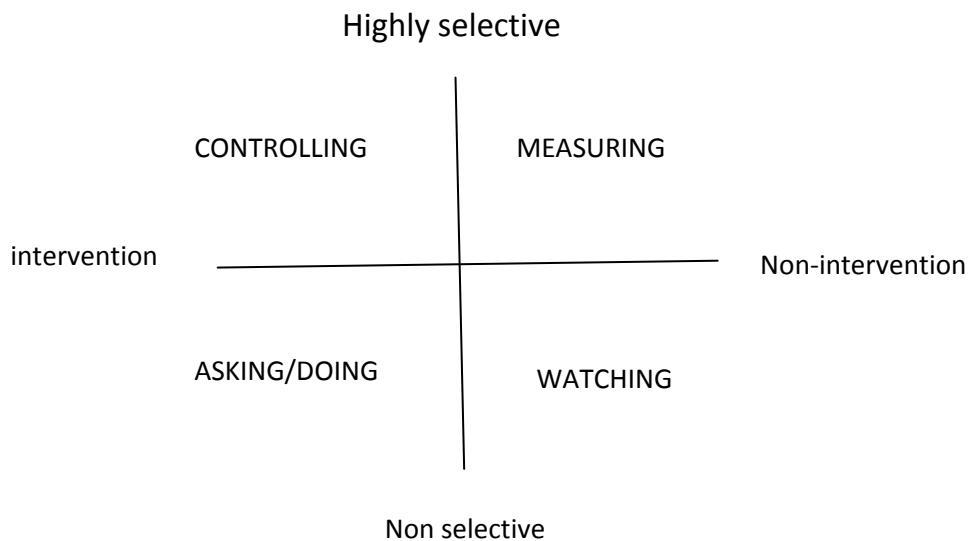


Figure1: Parameters in research design

These two intersecting axes demonstrates that there are four semantic spaces called: ‘measuring’, ‘controlling’, ‘watching’, and ‘asking/doing’. The ‘controlling space’ implies a high degree of control and intervention while the ‘measuring space’ involves a high degree of selection and the ‘asking/doing’ space endorses a high degree of intervals.

The ‘measuring’ and the ‘asking/doing’ involve a low degree of control. The last one is the ‘watching’ space and it is characterized by a lack of selectivity and a lack of intervention (Nunan, 1992). In other words, figure 1 shows that a study is said to be controlled when it involves the intervention of the researcher. The researcher first identifies the problem. He then creates a ‘controlled’ environment to undertake an experiment. Therefore, from ‘asking/doing’ he moves to ‘watching’ by observing and recording. At this level, he may use a form of measurement. Nunan (1992) claims that any research may also start by ‘watching’ and then ‘controlling’ a ‘formal’ experiment to test any relationship between two or more variables. In this way, “the researcher will have moved from the watching space to the controlling space” (Nunan, 1992:8). The point here is that the different ‘ways’ of thinking and grasping the various phenomena explains the divisive debate between the two approaches; quantitative and qualitative in any research (Nunan, 1992). As a matter of fact, the most relevant to this research are both ‘asking/doing’ and ‘watching’ as the former is characterized by making interviews and eliciting answers and the latter is determined by classroom observation.

Johnson and Onwuegbuzie advocate that the most important characteristics of traditional *quantitative* research are “a focus on deduction, confirmation, theory/hypothesis testing, explanation, prediction, standardized data collection, and statistical analysis” (2004: 18) whereas the major characteristics of traditional *qualitative* research are “induction, discovery, exploration, theory/hypothesis generation” (p.18). That is why, the mixed method is considered the best solution that helps to bridge the schism between qualitative and quantitative research. It offers researchers the best opportunity to find responses to their research questions by ‘mixing’ and ‘matching’ different components. (Johnson & Onwuegbuzie, 2004)

In fact, the mixed method research offers an ‘expansive’ and ‘creative’ way of doing research. It is seen as “inclusive, pluralistic, and complementary”, and it implies that researchers “take an eclectic approach to method selection and the thinking about and conduct of research” (Johnson & Onwuegbuzie, 2004: 18). It is important at this point to mention the four main rationales for conducting mixed methods research as noted by Greene et al, 1989) and summarized as follows:

a-Triangulation (i.e., aiming at corroboration of findings)

b-Complementary (i.e., aiming at providing clarification of the findings from one method with findings from the other method)

c-Development (i.e., the results of one method is used to aid inform the other method)

d-Expansion (i.e., using various methods for different research questions)

In short, the choice of the mixed method which consists of close-ended questionnaire, interview, and classroom observation is deemed the most effective for this study as these different instruments complement each other and “boost the validity and dependability of the data” (Zohrabi, 2013: 254)

4.1.2 Research setting

Data are collected at Rabah Bittat and Mohamed Hajrasse Algerian public secondary schools during the academic year 2015-2016. Both schools are located in Algiers ‘East’. It is to mention that there are 54 secondary schools in Algiers-East.

4.1.3 Subjects

The population is a sample of 138 learners and three language teachers from two secondary schools. The participants were enrolled in different streams:

Mathematical, scientific, and foreign languages. Thus, from a total of 138 learners there are 48 First year/scientific stream; 46 second year/ Mathematical stream; and 44 third year Foreign languages stream. The number of the learners in each class is decided by the school administration. Some of the learners are fresh, others were repeater (that is repeating a grade at school and thus retaking the class). The questionnaire was distributed to the three classes without considering the male/female ratio.

The participants 'age in the three classes vary between 16 to 20 years old. They represent Algerian learners coming from the same classroom environment: all of them have been exposed to English for four years in the middle school, plus one year in the secondary school for the second year and two years for the third year learners. The third year learners are preparing for the Baccalaureat National Examination which is always held at the end of the academic year in June. It should be taken into consideration that the secondary school learners taking part in this study are all, to a great extent, of comparable ability.

On the other hand, the three teachers involved in this study are all full-time Algerian female teachers, having taught English as a foreign language for more than 12 years. The three teachers hold the 'CAPES' (Certificat d'Aptitude de l'Enseignement Secondaire). It is a professional certificate delivered by the Algerian ministry of national education through which the candidate teacher is given the title of a 'qualified secondary school teacher'. Two teachers hold a four-year university degree in English from the University

of Algiers at Bouzareah and the third one holds the same degree but delivered from the University of Mouloud Mammeri of Tizi Ouzou.

4.2. Data collection tools

In order to meet the objectives of the study and obtain answers to the four research questions, three instruments are used:

1-A close ended-questionnaire is distributed among the participants of the three secondary school levels (1 A.S, 2 A.S, 3 A.S) so as to explore learners' use of L1 and investigate the situations when L1 is resorted to by both learners and their teachers.

2-A semi-structured interview is handed out to the three teachers to gather data on their opinions on the use of L1 in L2 classes and the situations when L1 is used as a teaching aid.

3- Classroom observation and audio-recording through which data are gathered on the various circumstances that push language teachers to resort to L1.

The statements in the two questionnaires and those in teachers' semi structured interview along with the checklist used in classroom observation are adopted (and some are adapted) from Jabak (2012), Al-Nofaie (2010), Al Sharaeai (2012), and Brenkova & Vojtková (2007) 's articles.

a-The questionnaire

Questionnaires have been used in many foreign/second language studies. They are considered an important instrument and “a relatively popular means of collecting data” (Nunan, 1992:134)). They are the most useful method for doing research and can be applied to a large community which suggests a possibility of gathering data within a short

time (Nation, 2001; Takac, 2008). Questionnaires are “doubtless one of the primary sources of obtaining data in any research endeavor” (Zohrabi, 2013: 254)

There are two types of survey questions: open-ended questions and close-ended questions: In open-ended questions, the participants are asked to come up with answers using their own words. This type of questions reflects exactly what the respondents want to say and allows the obtainment of in-depth information on the issue (Nunan, 1992). In close-ended questions, the participants are given ‘predetermined’ set of questions with multiple choices or a likert-scale to choose from in order to gather information so as the frequency of each response is easily counted. In short, close-ended questionnaires provide ‘quantitative and numerical data’ whereas open-ended questionnaire provides ‘qualitative or test information’ (Zohabi, 2013). It is worth mentioning that Seliger and Shohamy (1989) advocate that close-ended questionnaires are effective and useful because of their ease of analysis.

The questionnaire in the present study consists of 25 close questions. A close item “is one in which the range of possible responses is determined by the researcher” (Nunan, 1992: 134). Although close-items questions do not give respondents freedom to express their personal opinion in their own way, they imply reliability as they are characterized by a uniformity of measurement (Mackey & Grass, 2005). It goes without saying that the data collected from close-items questions can be easily analyzed and quantified.

The questionnaire given to learners is divided into two parts: The first part consists of a total of fifteen questions which are all centered round learners’ frequency of use of L1 in different presented situations. The second part contains ten items all of which dealing with the belief and use of the first language in EFL context.

The aim behind these close-ended questions is that participants may find them much easier to be answered. And because the major aim of the questionnaire is to depict learners' beliefs and use of the mother tongue, five -likert scale is used ranging from always to never for the first questionnaire, and 'agree', 'disagree' for the second questionnaire. The advantage of likert- scale is to help the researcher quantifying the data gathered and ensure reliability.(Payne and Payne, 2004)

It is worth noting that the questionnaires do not have only advantages but also some deficiencies in spite of their widespread use. It is important to know their strengths and weaknesses when deciding to choose them as a research technique.

The most salient advantages of the questionnaire are the following:

- They are the most effective means of collecting data.
- People are familiar with them and can in a very short period of time provide the inquirer with valuable 'longitudinal' information from learners. (Takac, 2008)
- They can be administered to a great number of people.
- Questionnaires are flexible and can be administered via post, e-mail, or simply by phone.
- Respondents are honest while giving information because of their anonymity.
- Respondents are not influenced visually or verbally when responding and this make their answers more truthful. In other words, questionnaires diminish the face to face bias.
- They reduce pressure as they do not require an instant response.

Questionnaires have also disadvantages:

- There can be a low rate of responses when set by post, or e-mail.

-Uneasiness to verify the truthfulness of answers.

- Some questions can be left unanswered.

This is why, Gilhaum insists that “the need for further methods providing different kinds of data will become apparent when the questionnaire research has been carried out” (2007: 100). As a matter of fact, any research which adopts a questionnaire as an instrument of collecting data should pilot them and use other research instruments.

b-Classroom Observation

The second data collection used in this study is classroom observation in addition to an audio-recording. Observation is “an attempt to observe events as they naturally occur” (Flick, 2006:219). Three classes from different streams were chosen for observation: they are First year/scientific stream; second year/ Mathematical stream; and third year Foreign languages stream. Classroom observation is aimed at three language teachers and is used to gain more insights about the reasons why learners use or avert L1 along with the different situations in which language teachers make use of the first language. The learners are of different ages ranging from 16 to 20 years old with almost the same cultural, social, and to a greater or less extent, linguistic background. The lessons were audio-recorded to measure how frequently and on what situations L1 is used by both the learners and their teachers. And in order to get authentic data from these language classrooms, the teachers were not informed beforehand about the purpose of the study so that they do not ‘change’ their linguistic behavior. They also did not know about the recording. Each lesson was for about 60 minutes duration. In order to ensure and facilitate a detailed collection of observation, a ‘predetermined’ checklist is used. The first recording took place in November, 2015; the second recording in January 2016; and

the third recording was done in March 2016. It should be noted that the audio-recording is selected as a method of gathering data so as to record every interaction that can be undertaken between the teacher and his/her learners and learners with their peers. The purpose of the audio-recording is to measure the amount of time of L1 usage along with the different occasions which make learners and language teachers resort to L1. The audio-recording allows the researcher to refer back to some details that might have been missed out during observation. The three teachers were observed and recorded during 60 minutes of the class periods all along the three phases: pre- lesson phase; during lesson phase; and post-lesson phase. The focus was mainly on the code-switching of the two observed: Learners and teachers. All the utterances were transcribed exactly as they were uttered.

As any data collection instrument, classroom observation has its strengths and weaknesses. Among its strengths:

- It is conducted in a natural setting
- It provides the researcher with authentic data.
- It permits the inquirer to “study the subjective factors objectively”

(Fraenkel & Wallen, 2003: 453)

As far as its weaknesses are concerned, these are as follows:

- Time consuming
- It is not easy to observe a great number of people
- The observed subjects can modify their behavior because of the researcher presence.

However, and despite all the foresaid drawbacks one cannot deny that classroom observation is a very important data collection tool due to the vivid interaction between teacher and learners that can be perceived through observation only. Hence, there is no doubt that this tool provides rich and in-depth information.

c- The Interview

The third method utilized to gather the relevant data is the semi-structured interview addressed to three language teachers. Thus, after classroom observation the three language teachers were interviewed. Nunan (1992) advocates that Interviews are a popular tool in applied linguistics and varies from ‘unstructured’ through ‘semi-structured’ to ‘structured’. In an unstructured interview, the researcher has little or no control over the interview in that h/she is guided by the respondents’ answers. The structured interview is a formal type of interviews. The researcher prepares a set of ‘predetermined’ questions in a fixed order. In a semi-structured interview, the interviewer is not ‘predetermined’ by a list of questions but rather has “a general idea of where he or she wants the interview to go, and what should come out of it.....topics and issues rather than questions determine the course of the interview” (Nunan, 1992:149). For the purpose of this study, a semi-structured interview is conducted with three language teachers. The semi-structured interview is ‘flexible’ and has been used by many researchers. Besides, it provides rich information and “the data indicate that you can produce extraordinary evidence about life that you don’t get in structured interviews or questionnaire methodology.....it does give you access to social relationship in a quite profound way” (Dowsett, 1986:53). In the present study, the semi-structured interview is

used to elicit more information and explanation which consists in finding out the reasons why teachers accept or reject the use of the mother tongue in EFL context. It is also aimed at exploring the situations where the use of L1 is favored. The three teachers interviewed are the teachers of the classes under investigation. The interviews are interpreted and analyzed. As the other instruments of data collection, interviews present some strengths and weaknesses:

Advantages:

- Useful for beliefs and attitudes.
- Provide in-depth knowledge about the interviewees thinking.
- Provide a high rate of responses.
- Easy to immediately remove any ambiguity or misunderstanding.
- Allow an easy and rapid interpretation.
- Permit the constitution of other 'follow-up' questions for a good exploration.
- Provide in-rich details.

Disadvantages:

- Increase the feeling of being ill-at-ease because of its non- anonymity.
- Can cause face-to-face bias.
- Difficulty in analyzing because of their open-ended items.
- Time –consuming of data analysis.

Despite these disadvantages, we have to admit that interviews proved to be 'insightful' in terms of providing accurate data.

4.3 Procedure for Data Collection

Before administering the final version of the questionnaire, a pilot study was undertaken with a small sample of population. The piloting of the questionnaire took place in October 2015. The aim of the pilot study was to ensure the 'clarity' and 'readability' of the 25 question items.

The present study followed the following procedure:

Step 1: Introduce the topic of my research study

The first step in my data collection was to introduce myself and my research topic. I clarified the objective of my study to the three groups (138 learners) and expressed my gratitude for their participation and how beneficial their collaboration would be for my research. I made it clear that there is no right or wrong answer and that their responses would remain extremely confidential.

Step 2: Piloting of the Questionnaire Addressed to Learners

The aim of this piloting was to guarantee the practicability and face validity of the instrument used by reducing any ambiguity, misunderstanding, or lack of clarity. It also seeks to solve possible problems found in the instrument. Like the final version, the pilot study was anonymous. It was handed to learners during their English session.

Step 3: Results of the pilot study

After the pilot study, some modifications occurred to the questionnaire. The 'mother tongue' in item 1 'I use my mother tongue in the classroom to ask the teacher to clarify a difficult point in the lesson' was found difficult to understand and was thereby changed into 'Arabic'. Also, in item 7 'a bilingual dictionary' in 'I understand new vocabulary only when I use a bilingual dictionary' was changed into 'English-Arabic dictionary'. In item 12 'a new item' in 'I speak my first language in English class because I need to check the meaning of a new item during the lesson' was changed into 'a new word'. Moreover, the second part of the questionnaire which examines learners' belief and opinion on the use of L1 has also witnessed some adjustments. 'Linguistic system' in

item 2 (The teacher can use Arabic to compare or contrast the linguistic system of both English or Arabic) was changed into 'the language system', and finally, in item 6 'I feel more interested in learning English when I know it shares some cultural issues with L1' , 'issues' was modified into 'elements' .

Step 4: Administering the questionnaire to the learners

The questionnaire was administered to the participants after completing the first term. The questionnaire was handed out to the secondary school learners (1 A.S/ 2 A.S/ 3 A.S) in November 2015. The aim behind giving the questionnaire at this period of the academic year (end of the first term) is a profound belief that the two units that ought to have been covered by this period of time would have provided them with an awareness and mindfulness of the different situations in which the resort to L1 becomes a necessity especially that by November, the first and second year learners were supposed to have been exposed to approximately 33 hours of English (three hours per week) and more than 43 hours for the third year foreign languages class (four hours per week). My belief is that after two units and all these hours the learners are supposed to be quite aware of where the use of the mother tongue is important for their language learning and in what occasions the use of English-only policy is unquestionable.

Step 5: Classroom observation

The classroom observation was conducted with three different classes at three different periods of time. The first class was observed on November 12th, 2015; the second on January 3rd, 2016; and the third class on March 10th, 2016. The aim of these classroom observations is to collect information and obtain data as interaction between teachers and

their learners is directly perceived. The three classes were also audio-recorded so as to record every detail that can be missed during the taking notes phase.

Step 6: Teachers' interview

The last step was to interview three language teachers. This was done in the staff-room on March 2016, just after being observed in their classroom.

The data collected from the questionnaire, classroom observation and the interview are analyzed, classified and then presented in tables, graphs and pie-charts.

Conclusion

This small scale study combines both a quantitative and qualitative approach. To gather information and ensure validity and reliability, three instruments are used namely: a questionnaire, classroom observation, and semi-structured interview. The study aims at exploring the use of the mother tongue in the EFL classroom by both teachers and learners and also develops an understanding of their beliefs and opinion on the necessity of avoiding L1 or the inevitability of using it. The findings are presented and discussed in the next chapter.

CHAPTER 5 :

PRESENTATION, ANALYSIS

AND DISCUSSION OF THE

RESULTS

Introduction

This chapter aims at presenting, discussing and analyzing the data concerning the research questions and which are collected through two questionnaires, a semi-structured interview and classroom observation. The data is presented through tables, bar graphs and statistical annexations. The pupils and teachers' language use is examined and scrutinized so as to find out the participants' total use of L1 and the target language in the language classroom.

In order to answer the four research questions, the analysis of the data was divided into four sections: the first section attempts to answer **RQ1** by reporting the results of the frequency of the participants' use of L1 in various situations. This is illustrated in a table which contains five-likert scale through which the pupils' frequency of the mother tongue use in different situations is illustrated and compared. The second section tries to answer **RQ2** by reporting the pupils' opinions regarding the first language use in the language classroom. The participants were given different situations to agree or disagree about. A table is displayed to answer this research question. For both RQ1 and RQ2, a questionnaire is used as an instrument for data collection. The third section answers **RQ3** by reporting the different situations in which L1 is used by the language teachers. The data gathered through classroom observation and audio-recording is then analyzed and compared. The fourth section answers **RQ4** and reports the three in-service teachers' responses concerning their opinions towards using pupils' first language inside the language classroom. In this section, the language teachers' face to face semi-structured interview data is analyzed and some quotes from the interviewed teachers are illustrated.

The pupils' data is divided into three levels: the first level concerns the first year pupils (1 A.S); the second level deals with the second year pupils (2 A.S) and the third level concerns the final year pupils (3 A.S). As far as the first language use is concerned, the total sum of the three levels is used to determine the amount of L1 used by both teachers and learners in public secondary schools along with the reasons for its use.

After answering all the research questions, the results of the tables presented are shown and discussed.

5-1 Learners' Reasons and Frequency of Use of the Mother Tongue in the English

Classroom

This section attempts to answer **RQ1: When and how frequently do learners use their mother tongue in EFL classes?**

In order to answer RQ1 and find out when and for what reasons secondary school learners use their mother tongue in the language classroom along with their frequency of use, the participants' responses are calculated and the results are shown in tables.

Statement 1:

I ask my teacher to use Arabic in the classroom to explain the lesson.

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	08	05	09	08	18
2 A.S	46	04	05	13	09	15
3 A.S	44	05	02	23	07	07

Table 5.1.a The results of the three levels for statement 1.

According to table 5.1.a, 08/48 first year participants report to 'always' favoring the use of Arabic by their teacher to explain the lesson while 05 learners 'usually' prefer it. 09 pupils 'sometimes' ask their teacher to resort to L1 to explain lessons and 08 participants 'rarely' favor it. Finally, it is 'never' preferred by 18 pupils.

Regarding the second year secondary school learners, 04/46 learners state that they 'always' ask the teacher to use Arabic to explain the lesson and 05 'usually' do it. 13 participants 'sometimes' ask for the utilization of L1 while 09 learners 'rarely' do it. Finally, 15/46 participants state that they 'never' need their teacher to resort to L1 when presenting and explaining the lesson.

The third year pupils show a different frequency of use in that 05/44 pupils stipulate that they 'always' prefer their teacher to use their mother tongue during the lesson and only 02 pupils 'usually' do it. A total of 23 participants do 'sometimes' prefer the use of Arabic while 07 pupils 'rarely' approve it. Finally, the same number of pupils (07) 'never' like it.

Regarding the first year secondary school learners, if we associate the number of pupils who 'rarely' prefer their teacher to use Arabic when explaining the lesson with those who 'never' prefer it we will obtain 26/48. This demonstrates that half of the participants disfavor the use of the mother tongue when the lesson is presented. However, it does not mean that the other half favor the resort to L1 because by combining those who answered 'always' with those who chose 'usually' we obtain 13/48 which is far less than the average. It is striking to see that the first year learners do not want to ask their teacher to switch into their mother tongue when explaining

the lesson. This may be because L1 is preferred in some situations and not in the whole lesson. The responses to the first statement of the close-ended questionnaire show the learners' negative attitude towards the use of Arabic to explain the whole lesson. An extensive use of L1 may lead them to rely on it and therefore deprive them from taking full advantage of L2.

Concerning the second year secondary school learners, a total of 24/46 learners report to 'never' or 'rarely' asking their teacher for the assistance of L1 and only 9 participants (by associating 04 who said 'always' with 05 who reported 'usually') do it. This definitely indicates that a slightly more than half of the participants want their teacher to avoid the mother tongue. They seem to be quite aware that learning a foreign language ought to be done in the target language.

Regarding the third year secondary school learners, 14/44 participants report to 'rarely' or 'never' ask the teacher to switch into L1 while explaining the lesson, and 07/44 learners state that they 'always' or 'usually' do it. However, the results reveal that more than half of the final year participants 'sometimes' prefer the help of their mother tongue to understand the lesson probably because they need to make a good progress in English for their Baccalaureate National Examination which makes of L1 a pivotal assistant whenever difficulty or ambiguity is perceived.

The statistical findings and analysis show a general agreement among the participants on the necessity of learning the target language without the interference of the mother tongue. The calculated data reveal a similarity in the frequency of use between the first and the second year secondary school learners. This is in line with

Nation (2003) who states that “when learners have little opportunity to meet and use the L2 outside the classroom, it is very important that L2 use is maximized in the classroom” (p.2). The participants seem to be aware that avoiding L1 may help them develop their competencies in the target language and by the same token creates the habit of thinking in English.

Statement 2

I use Arabic to greet the teacher.

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	08	05	11	06	18
2 A.S	46	01	02	04	13	26
3 A.S	44	10	05	05	08	16

Table 5.1.b The results of the three levels for statement 2.

Table 5.1.b shows the results of the three levels for statement 2. Concerning the second statement in the pupils’ questionnaire, 08/48 first year pupils report to ‘always’ prefer the use of Arabic to greet their teacher and 05 claim that they ‘usually’ do it. A total of 11 pupils think that they ‘sometimes’ use Arabic to greet the teacher while 06 ‘rarely’ do it. Finally, 18 participants ‘never’ use Arabic with their teacher when greeting her.

As far as the second year pupils are concerned, Arabic is reported to be ‘always’ used by only 01 pupil and ‘usually’ by 02 participants. 04/46 pupils claim that they do ‘sometimes’ use Arabic to greet their teacher while 13 state that they ‘rarely’ do it. Finally, 26 participants ascertain that they ‘never’ do it.

Regarding the third year learners, a total of 10 participants report to ‘always’ use the mother tongue with their teacher when they greet her while 05 claim that they ‘usually’

do it. The same number of learners (05) say that they ‘sometimes’ prefer to use Arabic for such purpose. Finally, 08 participants advocate that they ‘rarely’ make use of the first language with their teacher when greeting her and 16 participants report to ‘never’ do it.

The addition of those who ‘rarely’ use their mother tongue to greet their teachers with those who ‘never’ do it gives us 24/48 for the first year, 39/46 for the second year and 24/44 for the third year participants. This suggests that the three levels, especially the second and the third year participants (as they present more than the average of the pupils) reject the use of the mother tongue for such purpose.

The relative low use of the mother tongue to greet the teacher shows that the majority of the first, the second, and the third year secondary school learners are keen to develop their communicative competence which starts with verbal greetings. The participants show a good will to learn English and their responses reveal their awareness of the importance of the output in their learning process; that is, using the target language to learn it. Learners seem to be decisive to make the best use of what they have already learnt even if it comes to greeting the language teacher only.

Statement 3:

I speak Arabic to chat with my classmates during English class.

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	38	06	04	00	00
2 A.S	46	35	03	08	00	00
3 A.S	44	32	05	07	00	00

Table 5.1.c The results of the three levels for statement 3.

The table 5.1.c shows that 38/48 first year learners ascertain that they ‘always’ use their

first language to chat with their classmates during English class while 06 pupils claim that they ‘usually’ do it. Only 04 participants report that they ‘sometimes’ speak Arabic when they interact with their peers. Finally, none of the pupils report to ‘rarely’ or ‘never’ use L1 for such purpose.

Regarding the second year participants, 35/46 state that they ‘always’ employ L1 to chat with their classmates while only 03 report that they ‘usually’ do it. A total of 08 pupils ‘sometimes’ make use of their mother tongue in social interaction and the number of those who choose the ‘rarely’ or ‘never’ option is nil.

None of the third year participants state that s/he ‘rarely’ or ‘never’ uses L1 to chat with classmates while 32/44 pupils report that they ‘always’ do it. A total of 05 pupils ‘usually’ interact in Arabic and 07 ‘sometimes’ do it.

A statistical analysis of the data reveal that 44/48 first year secondary school learners, 38/46 second year secondary school learners, and 37/44 third year learners ‘always’ or ‘usually’ chat in the mother tongue. The results show clearly that almost all the learners agree unanimously on the preference of using their mother tongue in social interaction.

It seems to be a common practice among language learners to use their mother tongue when they engage in informal discussions with their classmates. Chatting inside or outside the classroom is generally referred to as ‘chit-chat’ which is always done in L1. Therefore, learners are more relaxed and less anxious when talking to their friends. This may be because the use of L1 increases their feeling of comfortability and alleviates the level of anxiety. Chatting with classmates eliminates the fear of committing mistakes or of being negatively assessed by the teacher. It seems imperative that the participants need

to employ their mother tongue when interacting with their classmates because it is the most dominant language which provides no language barriers.

The overwhelming majority of the participants’ use of their mother tongue in such situation may be explained by the fact that discussing with their friends is not a learning situation and does not represent an additional challenge which imposes the use of the target language. The relative high use of L1 to chat with classmates during the English class confirms the findings of Sharma (2006) who undertook a study with 100 high school learners and found out that L1 is widely used for chatting with other learners. The participants’ responses seem to agree with Nation who states that “it is more natural to use L1 with others who have the same L1...it is easier and more communicatively effective” (2003:2), and with Harbord (1992) who claims that the mother tongue is a natural communication device used by language learners.

Statement 4:

I ask my teacher to use Arabic when discussing cultural elements

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	27	17	02	02	00
2 A.S	46	20	14	06	01	05
3 A.S	44	22	10	10	02	00

Table 5.1.d The results of the three levels for statement 4.

Regarding the first year learners’ answers on how frequently do they ask their teacher to use Arabic when discussing cultural elements, 27 claim that they ‘always’ need to have cultural issues tackled in Arabic and 17 ascertain that they ‘usually’ want their teacher to do so. 02/48 state that cultural issues should ‘sometimes’ be discussed in L1 while other

02 participants report to 'rarely' favoring it. Finally, none of the pupils chooses the 'never' option.

As far as the second year secondary school learners are concerned, the number of pupils stating to 'always' asking their teacher to discuss L2 cultural issues in L1 is 20/46 while 14 report that they 'usually' do it. A total of 06 participants estimate that they 'sometimes' prefer the help of L1 when discussing cultural aspects and only 01 pupil affirms that he 'rarely' favors it. Finally, 05/46 ascertain that they 'never' want their teacher to discuss L2 cultural issues in their mother tongue. The addition of the number of pupils who answered 'always' to statement 04 with those who reported 'usually' gives us 34/ 46 participants. All these pupils prefer the assistance of Arabic to get familiar with the cultural norms of L2.

Regarding the third year pupils, 22 pupils report that they 'always' prefer Arabic to be used when it is a question of discussing cultural issues and 10 attest that they 'usually' prefer it. A total of 10 participants claim that they 'sometimes' favor the assistance of Arabic while 02 pupils state that they 'rarely' need it. Finally, none of the participants attests that h/she 'never' prefers his teacher to resort to Arabic when discussing cultural issues. The findings show that the majority of the participants either 'always' or 'usually' want the assistance of Arabic when it is a question of understanding L2 cultural issues.

The overall high use of L1 represented by 44/48 first year secondary school learners, 34/46 second year secondary school learners and 32/44 third year secondary school learners (by combining the number of those who answered 'always' with those who replied 'usually') is not surprising considering that secondary school learners belong to a culture that is completely different from English culture. It is therefore to be expected

that learners will be eager to know and understand the culture of others. The majority of the learners seem to be quite aware that L1 and L2 cultures are distant and that it is of utmost importance to tackle cultural issues in the mother tongue in order to alleviate any cultural constraints that may prevent them from grasping linguistically cultural bound matters (Benahnia, 1992). L1 becomes then a mediating tool to successfully understand foreign culture and discuss its different aspects.

Secondary school learners are exposed to foreign cultures through their textbooks which offer some opportunities to discuss culture relation topic. Besides, with the advance of social networks referred to as social media such as Facebook, WhatsApp, Twitter and Instagrams, they are more exposed to different foreign cultures and consequently more incentive to learn and understand ‘this different culture’.

A summative result indicates that the first, the second, and the third year participants consider L1 a ‘facilitator’ and a ‘mediator’ to make the process of understanding L2 cultural issues easier. In other words, L1 may facilitate the understanding of values and beliefs of other communities. This is confirmed by Auerbach who states that “the bilingual approach allowed for language and culture shock to be alleviated” (1993:8). Indeed, the great number of pupils who need the use of the mother tongue for such purpose seem to be aware that knowing a language is no more a matter of knowing its grammar and lexis. It also involves knowing about its culture, and ignoring the culture of the target language means a barrier in language learning that should not be underestimated. The findings concerning statement 4 give the impression that culture is a welcome topic among secondary school learners.

Statement 5:**I use Arabic to best express my feelings and ideas that I cannot express in English**

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	25	09	07	07	00
2 A.S	46	02	10	12	16	06
3 A.S	44	14	07	12	09	02

Table 5.1.e The results of the three levels for statement 5.

Table 5.1.e shows the results of the three levels for statement 5.

As far as the first year learners are concerned, 25/48 participants state that Arabic ‘always’ helps them express their feelings and ideas when they are unable to express them in the target language and 09 participants claim that it ‘usually’ does. A total of 07 pupils report that it ‘sometimes’ helps them while 07 others stipulate that Arabic ‘rarely’ assists them to express themselves freely. None of the subjects states that the use of L1 ‘never’ does. The data findings indicate that the majority of the pupils agree that the use of their first language is mostly needed in expressing themselves clearly and appropriately.

Concerning the second year secondary school learners (2A.S), 02/46 pupils state that Arabic is ‘always’ needed when expressing their ideas, feelings and opinions while 10 claim that they ‘usually’ need it. 12 participants report that Arabic ‘sometimes’ helps them and 16 say that it ‘rarely’ does. Finally, 06 pupils ascertain that it is ‘never’ considered a helper.

Regarding the final year learners, table 5.1.e displays that 14/ 44 pupils consider Arabic to be ‘always’ a help to express all their feelings and ideas whereas only 07

participants think that it (Arabic) ‘usually’ does. A total of 12 learners report that the mother tongue ‘sometimes’ assist them and 09 state that it ‘rarely’ does. Finally, 02 pupils ascertain that Arabic ‘never’ helps them express their feelings and ideas

The numerical results show the stark contrast between the second year secondary school learners and the first year along with the third year learners. Indeed, 34/48 first year learners (by combining 25 pupils who reported ‘always’ with 09 participants who answered ‘usually’) see that they can best express their feelings and ideas in their mother tongue. Such findings are interesting but not surprising because the first year learners have no other way to express their ideas than Arabic on the grounds that they come from middle school and lack good language proficiency which does not allow them to exclude L1 from their learning environment. On the flip side, the results reveal that the highest number of second year pupils (22/46 by associating 16 pupils who reported ‘rarely’ with 06 participants who answered ‘never’) adopt a negative attitude towards the use of Arabic and attest that the use of their mother tongue for such purpose is ‘rarely’ or not effective at all. The second year secondary school learners seem more motivated to learn the target language. This may be related to the fact that they are neither like the first year learners who come from middle school with no sufficient language background, nor have the stress and anxiety of the third year learners who have a national exam to be taken in June.

Regarding the third year learners, the addition of those who answered ‘always’ with those who reported ‘usually’ gives us a total of 21/44. It is very surprising to see that almost half of the third year pupils who are supposed to be about to end their secondary school learning and enter university still depend on the use of their mother tongue to

express their ideas and feelings. It may be discouraging to see that these pupils do not know or have not been taught that they can use communication strategies such as paraphrase strategies or circumlocution (which consists in describing, exemplifying and illustrating what we want to say) when facing communication breakdown. In other words, 21/44 third year pupils agree with the first year learners and attest that their mother tongue helps them express themselves better. This may be related to the heterogeneity of the classroom where half of the learners need L1 for the purpose of expressing ideas and feelings while half others' answers vary between never, rarely, and sometimes using their L1 for such purpose.

The data analysis reveal that L1 is largely favored by the first and the third year learners and is considered the best means for expressing one's feeling, emotions, and ideas. The findings for this statement correlate with the findings of a study undertaken by Kharma & Hajjaj (1989) who found that 81% of the Arab pupils favored the utilization of L1 when they were unable to express their ideas in their mother tongue. They also agree with Butzkamm (2003) who advocates that language learners are already equipped with L1 language system with which they can express themselves freely and in a better way simply because they speak it in a highly proficient way. Therefore, one cannot deny the truth that L1 is the surest means of expressing one's feelings and ideas in a precise and easy way.

Statement 6:

I use Arabic to check my listening comprehension

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	22	06	03	07	10
2 A.S	46	15	06	07	15	03
3 A.S	44	16	05	03	15	05

Table 5.1.f The responses of the three levels for statement 6.

As table 5.1.f displays, 22 first year pupils state that they ‘always’ use Arabic to check their listening comprehension while 06 say that they ‘usually’ do it. 03 participants claim that Arabic is ‘sometimes’ used to verify their listening while 07 pupils state that they ‘rarely’ do it. Finally, 10 participants report that the use of Arabic is ‘never’ utilized for such purpose.

The second year pupils ‘responses are closer to the first year pupils’ ones in that 15 pupils claim that Arabic is ‘always’ useful in checking their listening comprehension and 06 state that it is ‘usually’ so. 07 pupils think that the use of Arabic can ‘sometimes’ help them check their listening while 15 stipulate that it ‘rarely’ helps. Finally, 03 participants think that Arabic is ‘never’ needed.

Concerning the third year pupils, the use of Arabic seems to be ‘always’ used by 16 pupils and ‘usually’ by 5 learners. 03 participants report it to be ‘sometimes’ a support for their listening while 15/44 pupils ascertain that it ‘rarely’ helps them check their listening comprehension. Finally, 05 pupils say that it never does.

Regarding the first year secondary school learners, 28/48 (by associating 22 who answered ‘always’ with 06 who replied ‘usually’) resort to L1 to verify their listening comprehension. This is not surprising because in the previous statements, the first year learners showed a need for the assistance of L1 to fulfill some functions in their learning process.

As far as the second year secondary school learners are concerned, 21/46 (by combining 15 who said 'always' with 06 who states 'usually') use Arabic to check their listening comprehension while 18 participants 'rarely' or 'never' resort to L1 for such purpose. The number of those who need the use of L1 is slightly more than those who do not. Here again, the results are interesting but not surprising because the second year learners have shown more readiness to exclude the mother tongue from their learning environment and 21 learners who advocate the need to resort to L1 to check their listening comprehension may be explained by the fact that listening is a crucial skill and these learners find difficulties to assimilate what they hear in English. This is why, they use Arabic to be sure that they have well-understood the aural input.

The third year learners (21/44 by associating 16 who answered 'always' with 05 who replied 'usually') see Arabic important in verifying the comprehension of the aural input while 20 learners (by combining 15 who say 'rarely' with 05 who state 'never') do not. The result of the second and third year secondary school learners is almost identical. Learners at each level (1A.S, 2A.S, 3A.S)) are divided into two groups: a group who feels the need to recourse to L1 and a group who wants to avoid resorting to L1.

A cursory glance at these results show that less than half of the secondary school participants (1A.S, 2A.S, 3A.S) do not consider the use of Arabic in the English classroom a teaching aid for their listening comprehension while the rest of the pupils agree that it 'always' or 'usually' assists their learning.

The data findings reveal that the participants are quite aware of the importance of understanding the aural input to ensure a successful language learning process. They

seem to feel the need to be supported by L1 which acts as a facilitator, probably because the rapidity of the natural flow of speech of the language teacher while explaining the lesson or giving assignments may not give them enough time to process and decode the aural input. However, the participants seem to forget that activating the background knowledge is essential for comprehension.

The findings shed light on the crucial skill that is considered an important building block in learning a target language. The data collected revealed that learners need to develop their listening skill. Teachers in secondary school give much importance to the other skills (reading, speaking and writing) and neglect the listening skill. Indeed, the secondary school learners need to absorb what they hear in English. It is interesting to mention that though Atkinson is a proponent of the use of mother tongue in teaching a foreign language, he is against the utilization of L1 in listening comprehension because learning a language ought to begin by listening to it. In other words, “language acquisition should start from the auditory sense” (Cai, 2012: 843).

Statement 7:

I use English/ Arabic dictionary to understand new vocabulary

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	04	20	12	07	05
2 A.S	46	04	10	15	11	06
3 A.S	44	15	09	06	08	06

Table 5.1.g The results of the three levels for statement 7.

Concerning the first year secondary school learners, 04 participants report to ‘always’ using a bilingual dictionary to understand a new word while 20 pupils reveal that they

‘usually’ do it. 12 pupils claim that they ‘sometimes’ use a bilingual dictionary to grasp the meaning of new vocabulary and 07 pupils report that they ‘rarely’ use this strategy. Finally, 05 state that they ‘never’ do it. Thus, 24 participants (by associating 04 who said ‘always’ with 20 who replied ‘usually’) do use this strategy. It is worth mentioning that using a bilingual dictionary is generally known to be a well-known and widely used strategy among language learners. (Cohen and Macaro, 2007; Schmitt, 2000). It is a determination strategy used by the language learner “when faced with discovering a new word’s meaning without recourse to another person’s expertise” (Schmitt & McCarthy 1997:205). This is an encouraging finding which shows that half of the first year pupils are mature enough to take in charge their own learning and do not depend only on the teacher. This confirms that L1 helps greatly the comprehension of the second/foreign language and is relatively unavoidable. (Atkinson, 1987)

The second year secondary school pupils report a rather different frequency of use in that 04 participants state that they ‘always’ use a bilingual dictionary to understand a new vocabulary and 10 pupils reveal that they ‘usually’ do it. A total of 15 pupils ‘sometimes’ resort to a bilingual dictionary while 11 report that they ‘rarely’ use it. Finally, 06 participants claim that they ‘never’ use it. If we associate the number of pupils who report to ‘always’ using a bilingual dictionary to understand the meaning of words with those who ‘usually’ use it we obtain only 14/46 of the participants opting for this strategy which I consider a small number. This may suggest that the rest of the participants prefer to use a monolingual dictionary or ask the teacher or their peers about the meaning of a difficult word which is more rapid than looking it up in the dictionary.

The final year secondary school learners are found more autonomous in understanding

difficult vocabulary in that 15 participants state that they ‘always’ resort to a bilingual dictionary to grasp the meaning of new words and 09 pupils report that they ‘usually’ do it. A total of 06 participants do ‘sometimes’ use it while 08/44 ‘rarely’ opt for this determination strategy. Finally, 06 pupils claim that they ‘never’ use such dictionary. Thus, more than half of the participants (24/44) ‘always’ or ‘usually’ comprehend the denotation of difficult vocabulary by using a bilingual dictionary.

The statistical findings and analysis show a difference between the second year learners’ responses and the first along with the third year learners’ ones.

The greatest similarity is noticed between the first and the third year secondary school learners in relation to using L1 in different situations among which the use of a bilingual dictionary to understand new vocabulary. The participants (1A.S /3A.S) are keen in using the bilingual dictionary probably because they are convinced that it can positively influence their proficiency outcomes and enhance their language learning. The first and third year’s findings go in line with a study undertaken by Schmitt (1997) with 100 high and low proficient Japanese EFL learners who were found to prefer a bilingual dictionary to comprehend the meaning of new words as opposed to a monolingual one. However, the second year learners seem (once again) to have a profound conviction that the main component necessary for improving language proficiency and achieving success in their learning is the non-use of a bilingual dictionary. The second year learners seem to disapprove the use of the mother tongue: one that potentially may lead to non-effective language learning. This may be due in part to the fact that they are convinced that to understand new vocabulary, they can guess and predict the meaning of words in L2 without having to use a bilingual dictionary. Respectively, it seems that the second year

learners have reached a certain metacognitive awareness that makes them mindful about how to monitor their learning in order to successfully learn the target language.

Nevertheless, the importance of bilingual dictionaries should not be ignored inside the language classrooms as they help learners become autonomous, save time and are easy to be used at any level.

Statement 8:

I ask my teacher to clarify difficult class activities in Arabic

Level	N° of Learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	27	04	03	06	08
2 A.S	46	00	05	06	09	26
3 A.S	44	03	03	17	09	12

Table 5.1.h The results of the three levels for statement 8.

Regarding the first year pupils' answers on how frequently learners want their language teacher to clarify difficult class activities in Arabic, 27 claim that they 'always' need to have their activities clarified in Arabic and 04 ascertain that they 'usually' want their teacher to do so. 03/48 state that class activities should 'sometimes' be clarified in L1 while 06 participants report to 'rarely' favoring it. Finally, 08 pupils 'never' approve the use of Arabic for such situation.

The data appearing in this table show that the majority of pupils (31 by associating those answering 'always' with those answering 'usually') need the assistance and support of Arabic to grasp difficult class activities probably to avoid any ambiguity or misunderstanding. Indeed, the first year pupils (1 A.S) seem to understand English with the help of their mother tongue which is seen as a facilitator.

As far as the second year secondary school learners are concerned, the number of participants stating to 'always' preferring their teacher to explain difficult activities in Arabic is nil while 05 report that they 'usually' need it. A total of 06 participants estimate that they 'sometimes' prefer the help of L1 and 09 pupils affirm that they 'rarely' favor it. Finally, 26/46 ascertain that they 'never' want their teacher to explain difficult activities in their mother tongue. The addition of the number of pupils who answered 'rarely' to statement 08 with those who reported 'never' gives us 35/ 46 participants. All these pupils prefer the avoidance of Arabic. This tendency of moving away from asking the teacher to clarify difficult class activities using Arabic may be justified by the fact that they want to be completely involved in the language learning. They probably believe that the use of L1 in such situation may slow down the process of learning the target language and consequently hampers their language proficiency.

Regarding the third year pupils, 03 learners report that they 'always' need Arabic to understand difficult activities and the same number of learners (03) attest that they 'usually' prefer it. A total of 17 participants claim that they 'sometimes' favor the assistance of Arabic while 09 pupils state that they 'rarely' need it. Finally, 12 participants attest that they 'never' prefer their teacher to resort to Arabic when the activities are difficult. The findings (which are to some extent similar to those of the second year) show that almost half of the participants either 'rarely' or 'never' want the assistance of Arabic even if the activities given are difficult. This is probably because the participants are used to employ different language learning strategies to understand by themselves. Such strategies as guessing from context, inferring, or just asking the teacher to reformulate in the target language.

Appealing for the assistance of L1 becomes a normal feature regarding the first year secondary school learners. Indeed, it seems to become a habit for them to directly switch to L1. This may be due in part to the lack of proficiency in the target language which makes them more flexible with regard to mother tongue use. So, L1 becomes a vital strategy to cover up their incomplete knowledge of English and their problem of comprehension.

The statistical data obtained from the second year learners taking part in this study is not different from the data obtained from the seven previous statements. They seem to mistrust the use of the mother tongue and obviously consider it an obstacle that does not help them reach their learning goals.

Concerning the third year responses and the numerical data obtained, interesting and surprising results are revealed. Only 06/44 participants do 'always' or 'usually' ask their teacher to clarify difficulty activities in Arabic. This suggests that they highly prefer to understand class activities in L2. Indeed, this is an unexpected result. There were no such differences in the frequency of use between the first and the third year secondary school learners regarding the previous statements. The analysis of the seven previous statements showed that there was a general agreement between both levels on the use of L1 to facilitate the learning of L2. A serious reflection is needed here with regard to the third year secondary school learners. There is no apparent reason to explain learners' frequency of use that reveals precluding the mother tongue and not considering it an aid to explain difficult activities. One reason may be because the third year learners have set for themselves a realistic goal which is to pass their national exam. Their success in the Baccalaureat exam is closely related to their positive achievements which can be

reached through their comprehension of activities in L2 without having recourse to their mother tongue.

To conclude, the analysis of statement 8 reveals that the second and the third year learners' view coincide in that they both show skepticism towards the use of L1.

Statement 9:

I ask the teacher to explain grammar in Arabic

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	02	00	05	07	34
2 A.S	46	01	01	05	07	32
3 A.S	44	00	04	08	07	25

Table 5.1.i The results of the three levels for statement 9.

Concerning the first year learners, 02 participants state that they want their language teacher to 'always' explain grammar in Arabic while 05 pupils report that they 'sometimes' do. A total of 07 participants claim that they 'rarely' want their teacher to use Arabic when explaining grammar and 34/48 participants ascertain that grammar should 'never' be explained in L1. If we associate the number of those who 'rarely' want grammar to be explained in L1 with those who 'never' prefer it, we obtain 41/48. The results show clearly that almost all the pupil disfavor the resort to L1 in order to explain grammar probably because they know that Arabic structure is different from English structure and this may create confusion and more ambiguity.

Regarding the second year learners, 02 pupils (one reporting 'always' and the other one 'usually') state that they prefer to have grammar explained in the mother tongue. 05 participants claim that it should be 'sometimes' explained in L1 while 07 pupils

says that the teacher ought to ‘rarely’ use the mother tongue when explaining it. Finally, 32/46 advocate that Arabic should ‘never’ be used when dealing with grammar. Obviously, 39 pupils (07 reporting ‘rarely’ and 32 ‘never’) generally agree on this point and consider L1 a handicap that may hamper their learning and comprehension of grammar rather than speed it.

The data gathered from the final year secondary school pupils is similar to a great extent to the data gathered from the second and the first year pupils. Indeed, none of the pupils reports to ‘always’ preferring the inclusion of Arabic in grammar lesson and only 04 state that they ‘usually’ favor it. A total of 08 participants claim that grammar should ‘sometimes’ be explained in Arabic while 07 pupils ascertain that it ‘rarely’ should. Finally, 25 participants advocate the non-inclusion of L1 in L2 grammar. Obviously, the majority of the pupils do not ask their teacher to use L1 when explaining grammar.

The data findings show that the three levels of secondary school pupils are almost unanimous that grammar should not be explained in L1. The reason very often put forward for this is that L2 grammar is better understood in the target language so as to be effectively used. These foreign language learners seem to be certain that the more time they spend on learning grammar in L2, the better they will be at using it appropriately in its social context. They probably believe that using the mother tongue for explaining grammar may lead them to make errors of interference. The set of rules, structure, and order in the Arabic language is sharply different from English language. It is to mention that learning grammar in context triggers the use of metacognitive strategies. In other words, the non-interference of L1 in teaching grammar means helping learners to learn grammar in its social context which in turn boost them to engage in meaning-focussed

use of the target language and find out how grammar works. However, these findings contradict the findings of a study undertaken by Hassanzadeh and Nabifar (2011), investigating the importance of awareness and knowledge of L1 in learning L2 grammar with 40 intermediate Iranian EFL learners. The findings revealed that the learners who were taught grammar in the mother tongue were more successful than those who excluded L1 from their learning. On the flip side, the participants in the present study are found to favor grammar to be exclusively L2-based and not L1-based to ensure a successful language experience. It seems to be a conscious decision to processing the form, meaning and use of a given structure in grammar exclusively in the target language in order to meet the requirements of communicative language learning. The findings go in line with Harbord (1992) who is totally against explaining grammar in L1.

Approaching grammar in the target language is without doubt the best way to raise learners' awareness on the grammatical characteristics of the language which will help them achieve the communicative purpose.

It can be concluded that the participants in the three levels want to get hold of the language by learning its grammar in its proper context. This may help them build up a strong grammatical knowledge.

Statement 10

I ask the teacher to translate new vocabulary into Arabic

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	23	06	12	03	04
2 A.S	46	05	04	10	11	16
3 A.S	44	05	10	09	08	12

Table 5.1.j The results of the three levels for statement 10.

Concerning the first year pupils, 23 participants state that they ‘always’ ask the teacher to translate the new vocabulary into Arabic and 06 pupils claim that they ‘usually’ do it. A total of 12 participants ascertain that all new words have to be ‘sometimes’ translated while only 03 affirm that they ‘rarely’ need it. Finally, 04 participants stipulate that L1 should ‘never’ be used even when dealing with words that they have never seen before. The first glance at the results show that the highest number of pupils ‘23’ has opted for ‘always’ favoring the translation of new words, and if we add the six pupils who reported ‘usually’ we obtain 29/48 which suggests that the first year pupils strongly support the use of L1 when dealing with difficult words or vocabulary they have never seen before probably due to their level of proficiency.

Regarding the second year learners, 05/46 participants report that they ‘always’ want the new words to be translated into L1 and 04 pupils ‘usually’ prefer so. A total of 10 participants ‘sometimes’ prefer a direct translation of new words while 11 pupils claim that they ‘rarely’ want so. Finally, 16 affirm that they ‘never’ favor the use of L1 to translate new vocabulary. The addition of the number of those who have reported ‘rarely’ to the number of those who ‘never’ prefer it gives us 27/46 which is more than half of the participants who do not favor translation as a direct solution to introduce new words. The results are striking because pupils were expected to favor the use of L1 to understand new vocabulary. However, what is shown in the table5.1.j stresses the awareness of the second year participants of the importance of putting new words in context by avoiding L1 translation.

Concerning the third year pupils, 05 participants are in favor of ‘always’ translating

new vocabulary from L2 to L1 and 10 learners 'usually' prefer it. A total of 09 participants report that they 'sometimes' want their teacher to translate the new word's meaning into Arabic while 08 pupils 'rarely' want it. Finally, 12 pupils state that they 'never' prefer a new word to be translated into L1. If we associate the number of those who replied 'always' with the number of those who answered 'usually', and also the number of those who answered 'rarely' with those who reported 'never' we obtain 15/44 for the first category (always +usually) and 20/44 for the second category (rarely + never). The findings reveal that those who refuse the use of translation are more than those who 'always' or 'usually' recourse to it. The difference may be due to their linguistic background along with differences in their level of proficiency. It goes without saying that generally the pupils with a low level favor the assistance of their first language whereas those with a better level prefer the avoidance of L1.

A thorough look at the statistical analysis reveal that the first year secondary school learners feel the need of their teacher to translate new vocabulary into Arabic. This may be explained by the fact that understanding new words by directly translating them into mother tongue ensures their correct comprehension which will in turn help learners retain them easily and get them fixed in their mind. It seems that the mother tongue helps the first year learners to be more endorsed and better involved in understanding and learning the language they are studying. The first year learners have more limited ability to understand new L2 vocabulary which may explain their reliance on L1.

The second year secondary school learners' responses to statement 10 show (once again) that they want to take in charge their own learning without recourse to the assistance of their mother tongue. This attitude may be justified by the fact that these

learners want to be fully satisfied with their own ability to understand new vocabulary by using other strategies. The second year participants seem to be determined to learn vocabulary in context by avoiding a word by word translation.

Regarding the third year secondary school learners, the participants want their teacher to explain unfamiliar vocabulary through English context rather than through using translation. The findings suggest that although the third year learners expressed their need for L1 assistance in certain situations (according to the previous statements), they see direct translation of vocabulary from L2 to L1 a harmful strategy. The goal of learners at final year is to pass the Baccalaureat exam which makes them willing to use their mother tongue to fulfill certain pedagogical functions, but they do not want a straightforward process such as directly translating an L2 new word into L1.

Statement 11:

I feel more confident if exam instructions are given in Arabic

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	02	00	01	04	41
2 A.S	46	01	00	05	07	33
3 A.S	44	03	03	02	01	35

Table 5.1.k The results of the three levels for statement 11.

As shown in table 5.1.k only 02 first year secondary school participants state that they ‘always’ feel more confident when exam instructions are given in the mother tongue and one pupil states that h/she ‘sometimes’ feels so. A total of 41 participants stipulate that they ‘never’ favor instructions to be given in Arabic while 4 says that they ‘rarely’ do.

Regarding the second year secondary school pupils, only one pupil states that exam

instructions should 'always' be given in Arabic and 05 participants claim that they 'sometimes' should. A total of 07 pupils report that instructions ought to 'rarely' be given in Arabic while 33 participants choose the option 'never'. The data findings show that the majority of the second year pupils (40/46 by associating the number of those who replied 'rarely' with the number of those who answered 'never') agree with the first year secondary school pupils on the non use of L1 when giving instructions.

The frequency of use of the third year pupils is not different from the first and the second year pupils. Indeed, table 5.1.k shows that only 03 participants claim that they 'always' prefer the instructions to be given in the mother tongue and 03 others state that they 'usually' want so. No more than 02 pupils report that they 'sometimes' need Arabic to understand exam instructions while only 01 participant ascertains that s/he 'rarely' needs it. Finally, 35/44 pupils 'never' favor the use of L1 when formulating instructions.

It is encouraging to see that the majority of the secondary school pupils (1 A.S/ 2 A.S/ 3 A.S) are unanimous that instructions in L2 should be given in L2. This shows that they have reached a certain level of mindfulness which makes them quite aware of the danger of relying too much on L1.

Indeed, the statistical analysis shows that in statement 11, the use of the mother tongue becomes a handicap for the secondary school learners rather than a help. It seems that formulating exams' instructions exclusively in L2 has become an unquestionable fact. Almost all the participants in this study seem to be used to the language the teacher uses when giving instructions. However, it is unexpected to see that the first year secondary school learners would prefer exam instructions to be delivered in L2.

This unexpectedness is due to their previous answers which all confirm their need for the assistance of L1. Nearly all of them agree unanimously that it is not necessary to have them translated into L1.

It goes without saying that understanding what we are expected to do in exams is a fundamental aspect of success. Learners at secondary school are accustomed to the non-use of L1 in formulating instructions because the educational policy system in Algeria is based on formulating exam instructions solely in the target language, and learners do not seem to complain about that. This suggests that EFL teachers have established routines regarding instructions: the mother tongue interference is completely forbidden and instructions are generally short, simple, precise, and not difficult to understand. This leads us to believe that the participants' refusal of L1 in such situation is the consequence of their experience with receiving instructions typically in L2.

It is to mention that teachers in secondary schools do not improvise instructions. These (instructions) are predetermined by the ministry of education, presented in text books, and applied in the classroom. Indeed, learners are used to a simple set of instructions in class activities such as:

- 1- Skim/ Scan through the text and answer the questions
- 2- Put the verbs in brackets into the correct form
- 3- What do the underlined words refer to in the text?
- 4- Rewrite the second sentence so that it means the same as the first one.

The same type of instructions is given in exams.

It can be conducted from statement 11 that in general learners want the assistance of L1 when they feel the need to it but definitely do not want to use it to understand exam instructions.

Statement 12:

I speak my first language in English class when I need to check the meaning of a new word with my classmates

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	25	16	05	02	00
2 A.S	46	11	12	04	07	12
3 A.S	44	17	08	11	08	00

Table 5.1.1 The results of the three levels for statement 12.

When given statement 12 about the reasons why first year secondary school pupils use their first language in the classroom, 25/48 first year pupils report that they ‘always’ do it to check the meaning of a new word with their classmates and 16 participants affirm to ‘usually’ do it for the same reason. A total of 05 pupils claim that they ‘sometimes’ verify the denotation of new L2 words in L1 while two others state that they ‘rarely’ resort to Arabic to verify the meaning of words. Finally, none of the pupils chooses the ‘never’ option. By adding the number of those who ‘always’ use their first language in order to check the meaning of new words with those who ‘usually’ do it we obtain 41/48 of pupils who resort to L1 in such situation. It is a high number which indicates the importance of the first language in the learning process and shows also that the participants feel more confident with L1. Indeed, L1 seems to be a habit for the first year secondary school learners.

When giving this statement (**I speak my first language in English class when I need to check the meaning of a new word with my classmates**) to the second year secondary school learners, 11 participants state that they ‘always’ speak their first language whenever they feel the need to verify a new word and be sure about its meaning while 12 participants claim that they ‘usually’ do it. A total of 04 pupils report that they ‘sometimes resort to their first language in such situation and 07 participants affirm that they ‘rarely’ do so. Finally, 12/46 ascertain that they ‘never’ use L1 when words are difficult to be understood. The findings indicate that 23/46 either ‘always’ or ‘usually’ resort to L1 each time a need to check the meaning arises. This indicates that the second year pupils agree with the first year pupils on the importance of L1 and the role it plays in clarifying and facilitating the comprehension of L2 vocabulary in EFL classrooms.

The data analysis shows that half of the secondary school learners seem to find no problem in checking their L2 comprehension with their classmates. They were generally found not to prefer the inclusion of L1 in their learning process (statements 1,2, 5, 7, 8,9, 10, 11). However, they admit that there is nothing wrong about using their mother tongue with their classmates to affirm their understanding. In other words, the second year learners expressed their willingness to resort to L1 for certain specific and well-determined learning situations.

As far as the final year secondary school pupils are concerned, 17/44 admit that they ‘always’ use L1 strategy for checking comprehension and 08 participants affirm that they ‘usually’ do it. A total of 11 pupils claim that they ‘sometimes’ resort to Arabic for a better comprehension of words while only 08 pupils state that they ‘rarely’ do it. Finally, none of the participants has opted for ‘never’ adapting this strategy.

The results go in line with the ones found out with the two other levels (1 A.S/ 2 A.S) in that without the help and assistance of the pupils' first language, it is difficult to comprehend the meaning of new L2 vocabulary.

A thorough analysis reveals that resorting to L1 to check the meaning of a new word with classmates is agreed on mostly by the first year learners, and half of the second and third year participants. Indeed, the second and third year secondary school learners do not want their teacher to translate new vocabulary (statement 10) but find no problem in using their first language with their classmates to ensure good understanding. This suggests that the classmates are considered a reference 'tool' and an excellent language learning support. It is not surprising to find that learners use their mother tongue with each other. The data analysis of the previous statement (statement 3) shows that most of the time they communicate in their first language because they share a common L1.

It is worth noting that in a study undertaken by Schmitt (1997), 73% of the Japanese learners were found to use this strategy (using mother tongue to check the meaning of words) which indicates that using L1 to comprehend and verify the meaning of new words is a favorite determination and social strategy for L2 learners (Schmitt, 1997). The secondary school learners seem to agree with Cook (2001) who encourages learners to use their mother tongue when checking comprehension and Atkinson (1987) who states that using L1 to check comprehension is more economical and a preferred strategy used by language learners.

On the basis of the above results, the participants' responses for this statement reveal an interesting finding: a kind of cooperative learning and a feeling of reciprocal support are built within learners. It seems to be a common practice among school learners to

check their comprehension of new vocabulary with their peers using their mother tongue which becomes an important pedagogical device.

Statement 13:

I use Arabic when I am working in group

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	16	12	10	03	07
2 A.S	46	14	10	13	03	06
3 A.S	44	14	08	09	11	02

Table 5.1.m The results of the three levels for statement 13.

Concerning the first year pupils, 16/48 participants state that they ‘always’ use their first language when they are working in group during the English class and 12 pupils claim that they ‘usually’ do it. A total of 10 participants report that they ‘sometimes’ speak Arabic for that reason while 03 ascertain that they ‘rarely’ do it. Finally, 07 pupils affirm that the use of L1 is ‘never’ used when they are working in group. The result shows that 28/48 pupils (16 reporting ‘always’ + 12 ‘usually’) are willing to use L1 when working collaboratively probably because this makes them feel more comfortable .

Regarding the second year learners, 14 participants affirm that L1 is favored when working in group while 10 pupils stipulate that it is ‘usually’ so. 13/46 participants agree that the first language is ‘sometimes’ used when working in group and 03 pupils report that it is ‘rarely’ preferred. Finally, 06 participants state that L1 is never used in the language classroom when working with classmates. If we associate the number of pupils reporting to ‘always’ using the first language while working in group with the number of those who claim that they ‘ usually’ do so we obtain 24/46 pupils who uses Arabic whenever they are working in group.

The final year pupils' frequency of use is quite different in that 14 participants state that they 'always' resort to L1 when they are working collaboratively and 08 pupils claim that they 'usually' do so for the same reason. A total of 09 participants report that they 'sometimes' feel the need to use the first language in group work while 11 participants state that it is 'rarely' so. Finally, 02/44 pupils ascertain that the use of L1 is 'never' used when working in group. The results show that half of the pupils (22/44) agree with the first and second year pupils on the fact that the use of the first language is important when working in group probably because it distresses them and increases the feeling of comfortability.

The data findings reveal that the majority of the participants in the three levels favor the use of the mother tongue when co-operating in group. One possible explanation for this is that learners get more involved in the class activity. Group work creates discussions that may increase their understanding and by the same token improve their knowledge enriched through giving and receiving feedback. When they are working in group, learners feel that they are working in no pressure and no risk environment. Indeed, the participant are found to favor the utilization of L1 while working in group probably because the mother tongue use allows them to deal with different aspects of the task better than they can do it on their own. It certainly increases their psychological comfort as they are not scolded and reprimanded for mistakes.

Most of the participants in this study see the mother tongue unavoidable when they are working together. This may be justified by the fact that it makes discussion of the tasks easy to comprehend and tackle, and consequently prevents many difficulties.

The findings of this statement suggest that peer interaction in the mother tongue helps learning and accelerate mutual comprehension. Learners are more spontaneous, confident and less stressful which may lead to better educational outcome. There is no room for doubt that L2 learners can communicate very well in their mother tongue.

Statement 14:

I use English to explain a new point in the lesson to my classmates

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	04	07	05	18	14
2 A.S	46	06	11	17	06	06
3 A.S	44	07	09	09	12	07

Table 5.1.n The results of the three levels for statement 14.

‘Using English to explain a new point to classmates’ is reported to be ‘always’ used by 04 learners while 07 participants state that they ‘usually’ do it. A total of 18/48 pupils ascertain that they ‘rarely’ use L2 to explain new things to their peers while 14 stipulate that they ‘never’ do it. Finally, 05 participants claim that they ‘sometimes’ make use of English to explain to their classmates a new point in the lesson. The addition of the number of those who opted for ‘rarely’ with those who opted for ‘never’ gives us 32/48 pupils who do not use English when their peers need clarification which suggests that they rather prefer using their first language. The result is quite natural and not surprising because the first year secondary school pupils showed in most of the previous statements that L1 use is undisputable in their learning process. Moreover, they are not expected to have acquired enough English linguistic background which enables them to use only L2 in the classroom.

The second year pupils' data shows that 06 participants state that they 'always' use L2 to clarify things while 11 pupils affirm that they 'usually' do it. A total of 17 participants ascertain that they 'sometimes' make use of L2 to explain a new point to their classmates while 06 pupils claim that they 'rarely' do it. Finally, 06 pupils report that the use of English is 'never' used to explain and clarify new points. If we associate the number of those who opted for 'always' together with those who opted for 'usually' and then those who opted for 'rarely' with those who opted for 'never' we obtain 17/46 for the first category (always+ usually) and 12/46 for the second category (rarely + never). We notice that there are no big inequalities in the number of pupils for both categories. The data findings are clear that the complete use of L2 is not favored when explaining and clarifying new items nor is the total use of L1.

Concerning the third year secondary school learners, 07 participants state that English is 'always' used when explaining a new point to their classmates and 09 participants claim that they 'usually' do so. A total of 09 pupils report that they 'sometimes' explain a new point in the target language while 12 pupils ascertain that English is 'rarely' used by them for that purpose. Finally, 07 participants state that they 'never' use L2 to explain L2 new points to their peers. Thus, 19/44 report that they either 'rarely' or 'never' explain the lesson in L2 which means that most of the time they resort to L1 in order to clarify any difficulty.

The findings reveal that the majority of the pupils agree with Atkinson (1987) who considers L1 an important teaching strategy when translating words.

The responses of the first year secondary school learners for this statement confirm their responses for most of the previous statements. The first year learners do not use

English to explain a new point to their classmates probably because of their little knowledge of L2 lexis.

Concerning the second and the third year secondary school learners, the results obtained show some contradictions between statement 12 and 14. In statement 12, the participants were found to use their first language when they need to check the meaning of a new word whereas in this statement the numerical statistics reveal that the participants at both levels (2 A.S, 3 A.S) neither use English to explain some difficult aspects of the lesson nor Arabic. In other words, they are neither favorable nor unfavorable towards the use of L2 to clarify difficult aspects of the lesson. Hence, a passive role is shown with regard to this statement.

Statement 15

I use Arabic to explain a new point in the lesson to my classmates

Level	N° of learners	Always	Usually	Sometimes	Rarely	Never
1 A.S	48	30	10	08	00	00
2 A.S	46	07	13	14	04	08
3 A.S	44	09	20	05	08	02

Table 5.1.o The results of the three levels for statement 15.

Statement 15 is given to confirm learners' responses to statement 14. It aims at checking if there is a contradiction in their answers regarding the use or non-use of L1 in clarifying the difficulty of L2 lessons.

Using the mother tongue to explain new points is reported to be 'always' used by 30 first year secondary school pupils while 10 pupils reveal that they 'usually' use it. Finally, 08/48 participants do 'sometimes' use their mother tongue to clarify some new

points. The responses with 'rarely' or 'never' are nil. The findings indicate clearly that a high number of pupils(40/48) use L1 to help their classmates understand better which suggests that the first language is of utmost importance for the first year pupils because it is considered a helpful tool that allows them to learn with less difficulty.

Concerning the second year pupils,07 participants stipulate that they 'always' put in use their first language so as to illustrate new points in the lesson while 13 pupils state that they 'usually' do it. A total of 14 participants claim that they 'sometimes' utilize Arabic to account for new items and 04 attest that they 'rarely' do it. Finally, 08 pupils report that they 'never' adopt L1 to explain the lesson. The data findings suggest that 20/44 pupils (07 reporting 'always' and 13 'usually') take advantage of the mother tongue in order to point out the significance of difficult points in the lesson.

As far as the final year secondary school pupils are concerned, 09 participants state that they 'always' make use of the first language when explaining new points of the lesson while 20 agree that they 'usually' do it. A total of 05 participants claim that they 'sometimes' use Arabic for the same purpose while 08 pupils affirm that they 'rarely' do it. Finally, 02 participants reveal that they 'never' use L1 to explain a new point to their classmates. By adding the number of those who opted for 'always' with those who opted for 'usually' we obtain 29/46 pupils who resort to their first language in order to clarify new points in the lesson probably because L1 is less time consuming and ensures comprehension .

The findings reveal that there is no contradiction between pupils' responses to statement 14 and their responses to statement 15. The first year learners seem to have a deep-rooted belief that their mother tongue is the best possible means to boost their

language learning process. It seems that the mother tongue assists learners in every difficult situation. The rejection of the mother tongue is therefore unacceptable.

The anti-L1 attitude is clearly noticed with regard to the second year secondary school learners. Skepticism is noticed toward the use of the mother tongue. Less than half of the second year secondary school participants (20/46) state that they use Arabic to clarify a new point in the lesson to their classmates which shows that they are skeptic and want to avoid L1. They are probably convinced that if they allow L1 to be used when explaining difficulties of the lesson, then this difficult aspect of the lesson will be acquired improperly.

Regarding the third year learners, most participants were found to use L1 to explain some difficulties to their classmates. This may be due in part to the lack of their linguistic abilities. In other words, this incomplete knowledge of language use may be the cause behind using the mother tongue to explain the lesson to their classmates.

The present study has revealed many insights, and as Schmitt (1997) (when dealing with language learning strategies) argues, the most effective findings are those which most of the pupils report that they either ‘prefer’ a strategy (a given statement) or not. This suggests that what is reported as being ‘sometimes’ used or preferred by the learners is not worth taking into consideration because “it is difficult to draw conclusions about strategies occurring in the middle of the range” (Schmitt & McCarthy, 1997:219). That is why, after reporting pupils’ overall situations of preferences and avoidance of L1 in L2 classroom, and to give a clear reply to what situations, and how frequently secondary school pupils prefer to use or avoid their first language, I have divided the participants’ responses into two categories:

-The most frequently learners' reasons for using L1 and they are those situations in which L1 is reported as being 'always' and 'usually' preferred by the pupils. And

-The least frequently learners' reasons for using L1 and they are those situations in which L1 is reported as being 'rarely' and 'never' preferred by the pupils.

To calculate in percentage the number of learners who strongly use, or strongly avoid specific predetermined learning situations, I proceeded as follows:

The number of learners' responses opting for 'always and usually' or 'rarely and never' is divided by the total number of the participants and then multiplied by 100. Only percentages that are beyond 50% are taken into consideration.

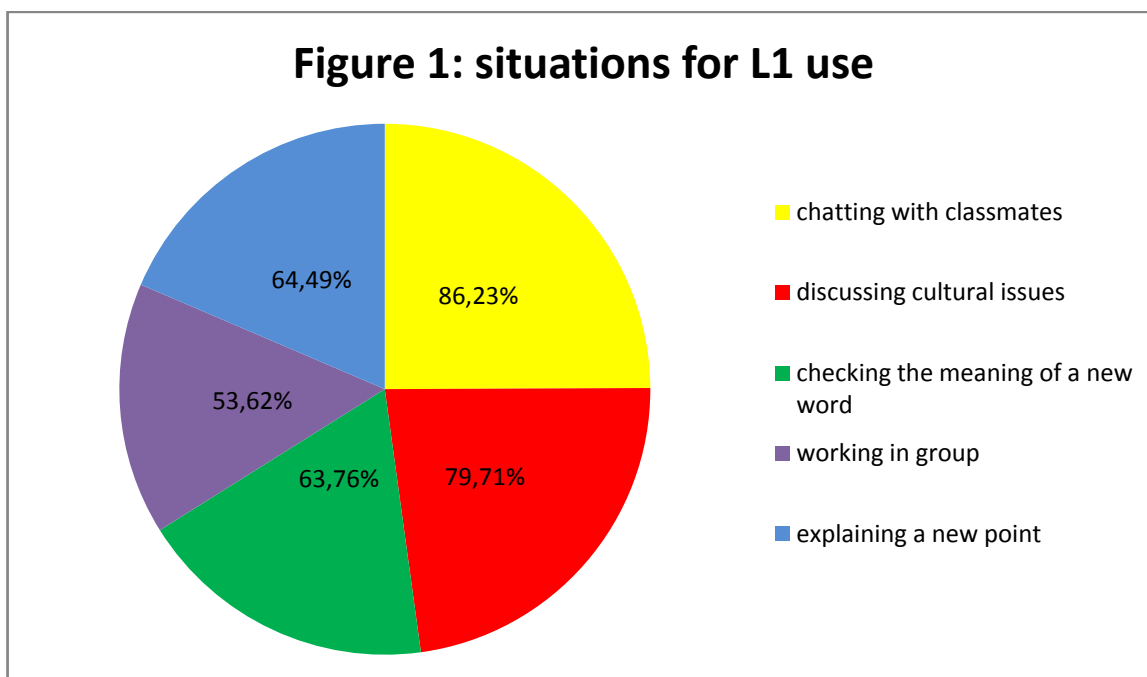
a-Situations for employing L1

The table below summarizes in percentage the situations and areas in which the majority of the participants at the three levels (1 A.S, 2A.S, 3A.S) prefer to use L1 and find it necessary in the language classroom.

Item	Statement	Total of learners	Percentage
3	I speak Arabic to chat with my classmates.	138	86.23%
4	I ask my teacher to use Arabic when discussing cultural issues.	138	79.71%
12	I speak my first language in English class because I need to check the meaning of a new word during the lesson.	138	63,76%
13	I use Arabic when I am working in group.	138	53.62%
15	I use my mother tongue to explain a new point to my classmates.	138	64.49%

Table 5.1.p The situations where L1 is used by the three groups (1A.S, 2A.S, 3A.S)

To give a better illustration of the different situations in which L1 is used, a pie chart is utilized as follows:



In figure 1, it becomes apparent that most of the three levels of pupils in the secondary school (86, 25%) agree that the mother tongue is imperatively employed when chatting with their classmates and highly preferred when discussing L2 cultural issues (79.71%). The figure also shows that 64.49 % of the secondary school learners consider L1 necessary for providing help for their classmates by explaining hard and confusing vocabulary or points in the lesson. Moreover, 63.76 % of the participants agree that the use of the first language is necessary for verifying their understanding by checking the meaning of a new word and 53.62% of them confirm that the incorporation of L1 in the language classroom is necessary when working in group (probably because the mother tongue use helps them be active recipients and allows them to understand each other while performing pedagogical tasks).

The statistical analysis shows that learners' mother tongue is used to fulfill five functions including chatting, discussing cultural issues, checking the meaning of a new word, working in group and explaining a new point of the lesson to classmates. The numerical analysis also indicates that the situations for L1 use are high compared to situations for L1 avoidance, a fact which may initially put into question the possibility that most secondary school learners participating in this study do not have strong command of the language, a crucial factor that may be more at play in influencing the frequency of use of the first language.

As a matter of fact, the results suggest that learners tend to use their mother tongue as a social strategy (when interacting with each other and when working in group) and as a cognitive strategy (to assist them in checking the meaning of new words and to discuss cultural issues). It goes without saying that culture is of utmost importance because it

removes incorrect and mistaken comprehension of the language. In sum, learners' mother tongue is found to be used to interact, discuss, check, and consolidate linguistic knowledge of the target language.

The participants' opinion on the use of L1 in EFL classroom go in line with Atkinson (1987) who states that the use of L1 aids language learners in their learning process and with Kavaliauskiene who advocates that "students working in groups do not have to speak English all the time" (2009:3). They are also in agreement with Butzkamm (2003) who advocates that L1 aids learners at the psychological level by helping them to be 'stress-free'. It goes without saying that "to let students use their mother tongue is a humanistic approach in that it permits them to say what they want" (Harbord, 1992:351)

b- Situations for avoiding L1

The table below summarizes in percentage the situations and areas in which the three levels (1 A.S, 2A.S, 3A.S) prefer the avoidance of L1.

Item	Statement	Total of learners	Percentage
02	I (rarely/never) use Arabic to greet the teacher.	138	63,04 %
09	I (rarely/never) ask my teacher to explain grammar in Arabic.	138	81,15 %
11	I (rarely/never) feel confident if exam instructions are given in Arabic.	138	87,68%

Table 5.1.q Situations where L1 is avoided by the three groups (1A.S, 2A.S, 3A.S)

The three afore-mentioned situations for averting the use of L1 are illustrated in the following pie-chart:

Figure 2: situations for avoiding L1

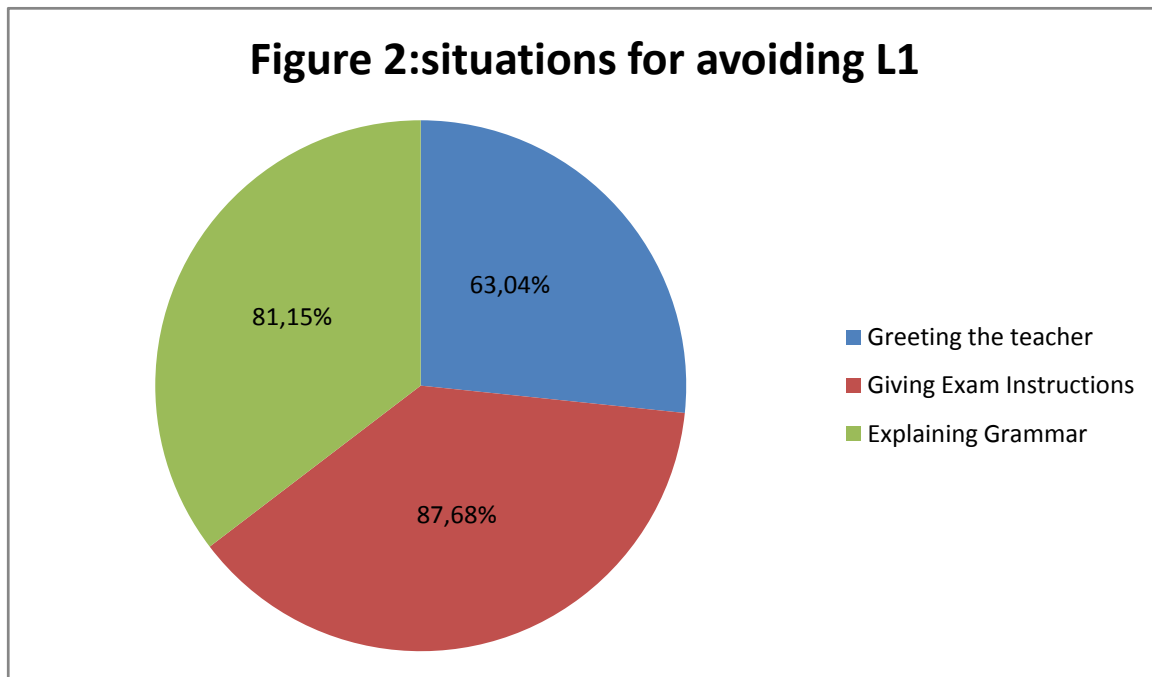


Figure 2 indicates that the three levels of pupils in the secondary school disagree on the use of the mother tongue in handful situations:

They agree that the use of the first language should be avoided in exam instructions (87.68%) or when greeting the teacher (63.04%). The learners are almost unanimous about the fact that they do not want their language teacher to explain grammar in Arabic (81.15%) which proves once again that the participants want a very limited use of their first language. Almost all the secondary school learners agree that L1 assists them in their learning process but this assistance is mainly limited to specific situations.

Figure 2 reveals that the tendency of learners to avoid their mother tongue in EFL classes is highly revealed when greeting their language teacher or when the teacher explains grammar or formulates exam instructions. The participants in the three groups do not want to switch to their mother tongue (and do not want their teacher to do it) in such learning situations. They probably believe that the best way to use the target

language appropriately and avoid errors of interference is through learning its grammar in context, that is in L2. The participants seem to believe that a positive academic performance is better fulfilled by eliminating the use of L1 in the three afore-mentioned situations. Respectively, these learners seem to think that the use of L1 in explaining grammar, formulating exam instructions, and greeting the teacher would not help them get any learning advantages and may even lead to the inappropriate use of the target language. That's why, they prefer L1 to be kept completely absent from such harmful situations. It goes without saying that regular use of the target language provides learners with self-assurance and creates independency which is an important asset to learn a foreign language.

To conclude, the results show that secondary school learners have clear views about when L1 should be used or avoided in the language classroom. The overwhelming view is that L1 use in the EFL classroom should be minimized and used only to explain new points of language, translate difficult words, when working in group or when chatting with their classmates. On the flip side, it should be completely avoided when greeting the teacher, in explaining grammar and in formulating exam instructions. This is probably because they believe that the excessive use of their mother tongue may decrease their chances to learn the language appropriately. It goes without saying that the secondary school pupils use their first language inevitably though in very limited situations, but still the use of L1 is a phenomenon that cannot be avoided.

The findings of RQ1 are in agreement with Atkinson (1987) who stipulates that English should be used whenever possible and L1 where necessary.

5.2- Learners ‘beliefs on the use of the mother tongue in EFL classroom

This section answers **RQ2: -What do the learners think about using the mother tongue in EFL classroom?**

In order to answer this question and find out our learners’ beliefs and opinions on the use of the first language in English classroom, a ten-item questionnaire was handed out to the secondary school pupils. The results are displayed in table 5.2.a.

Statement	Agree			Disagree		
	1A.S	2A.S	3A.S	1A.S	2A.S	3A.S
1-I think the mother tongue (Arabic) should be used to maintain discipline.	46/48 96%	37/46 80%	36/44 82%	02/48 04%	09/46 20%	08/44 18%
2- The teacher can use Arabic to compare or contrast the language system of both English and Arabic.	28/48 58%	18/46 39%	25/44 57%	20/48 42%	28/46 61%	19/44 43%
3- I think the teacher should use Arabic to give suggestions on how to improve learners’ achievements.	30/48 63%	15/46 33%	28/44 64%	18/48 38%	31/46 67%	16/44 36%
4- I think the teacher should use Arabic to provide equivalentents to some English idioms.	28/48 58%	19/46 41%	30/44 68%	20/48 42%	27/46 59%	13/44 30%
5- I think the teachers’ use of only English in English classes has a positive effect on learning English.	11/48 23%	33/46 72%	34/44 77%	37/48 77%	13/46 28%	10/44 23%
6-I feel more interested in learning English when I know it shares some cultural elements with L1.	30/48 63%	26/46 57%	30/44 68%	18 /48 38%	20/46 43%	14/44 32%
7- I think the use of Arabic makes me feel more connected to my culture.	24/48 50%	25/46 54%	31/44 70%	24/48 50%	21/46 46%	11/44 25%
8- Excessive use of Arabic prevents me from learning English.	35/48 73%	33/46 72%	24/44 55%	13/48 27%	13 /46 28%	20/44 45%

9- Speaking English only in the classroom stresses me.	44/48 92%	42/46 91%	37/44 84%	04/48 08%	04/46 09%	07/44 16%
10- The use of mother tongue (Arabic) should be banned from schools.	10/44 22%	09/46 20%	08/44 18%	38/48 79%	37/46 80%	36/44 82%

Table 5.2 Learners' opinions and attitudes on the use of L1

For a better analysis, I have divided the questionnaire into two parts:

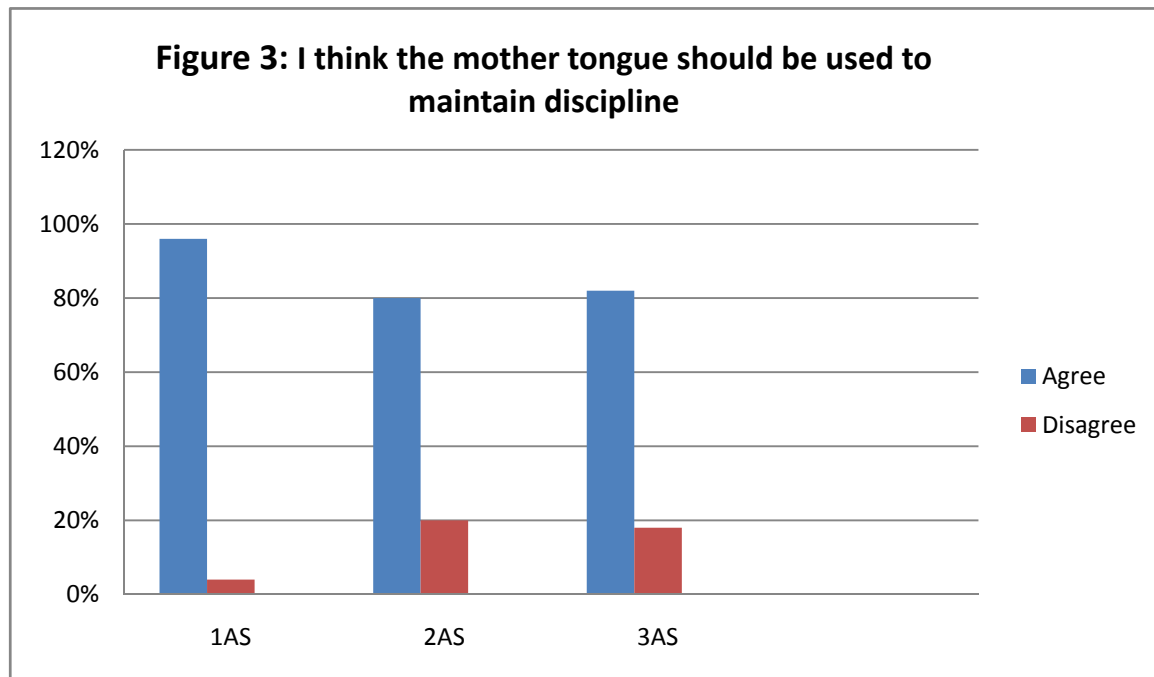
- a- Learners' opinion on their teachers' use of their mother tongue in EFL classroom (ranging from statement 1 to statement5). And
- b- Learners' opinion on their own use of mother tongue in EFL classroom (ranging from statement 5 to statement 10).

5.2.1-Learners' opinion on the teachers' use of L1 in EFL classroom

In order to analyze the opinions displayed by the learners on their language teachers' use of L1, the five first situations presented in table 5.2 are discussed and then illustrated in graphs:

Concerning the first statement **“I think the mother tongue (Arabic) should be used to maintain discipline”**, a positive opinion towards the teacher's use of the mother tongue is revealed by the first (96%), the second (80%), and the third (82%) year secondary school learners which shows clearly that the participants believe that their first language plays a role in maintaining discipline. However, only two first year learners (4%) reveal that they do not think the teacher should use Arabic for discipline problems and nine second year learners (20%) along with eight third year learners (18%) consider

that the use of L1 by their teacher should not be used to establish discipline. The findings are best illustrated in the following graph:

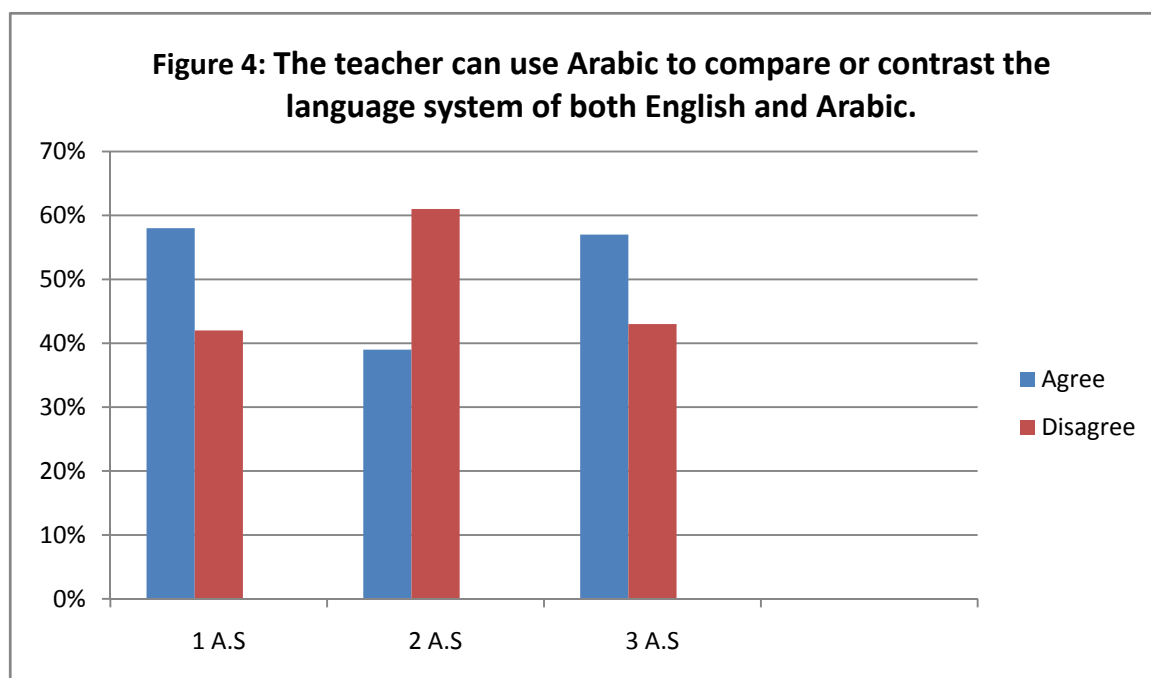


A thorough analysis of figure 3 reveals that the mother tongue has a crucial function in EFL classroom which is to solve disciplinary problems. Indeed, the participants seem to believe that the best means to control ‘unruly’ behavior is by using L1 probably because the authority of the teacher is more announced when the teacher uses the learners’ first language. The use of the mother tongue is believed to bring the class under control and maintain order. Moreover, the participants seem to have a firm conviction that if the language teacher resorts to L2 for classroom management, then h/she may lose control of the classroom. Therefore, they believe that the only way to control the unruliness of the learners and reprimand the undesired behavior is by using L1. It is inevitably needed for more classroom discipline. The study conducted by Littlewood and Yu (2011) resulted in similar findings. Littlewood and Yu (2011) undertook a study with undergraduate

learners and their language teachers. The results revealed that both learners and teachers believe that the key function of L1 is to maintain discipline. L1 ensures a better classroom control and a more powerful discipline. The participants' responses are in agreement with Macaro (1997) who observed that L1 is important for disciplinary issues and also with Brophy who states that knowing how to manage a classroom "create and maintain a learning environment conducive to successful instruction" (1996:5)

As a matter of fact, we can conclude saying that the participants in the present study strongly believe that L1 imposes the feeling of 'teacher leadership' and its positive impact is therefore undeniable. The use of the mother tongue to keep up discipline inside the classroom is highly agreed on, welcomed, and approved by the majority of the three levels of the secondary school learners.

Regarding the second statement '**The teacher can use Arabic to compare or contrast the language system of both English and Arabic**', 58% of the first year learners and 57% of the third year learners show a positive belief on the use of L1 to compare both L1 and L2 language system. However, 61% of the second year learners disagree on the use of L1 for such purpose. The data gathered also shows that 42% of the first year learners and 43% of the third year learners disagree with the other participants and believe that Arabic should not intervene inside the language classroom when comparing or contrasting the language systems of both L1 and L2. The data gathered is illustrated in the following graph:



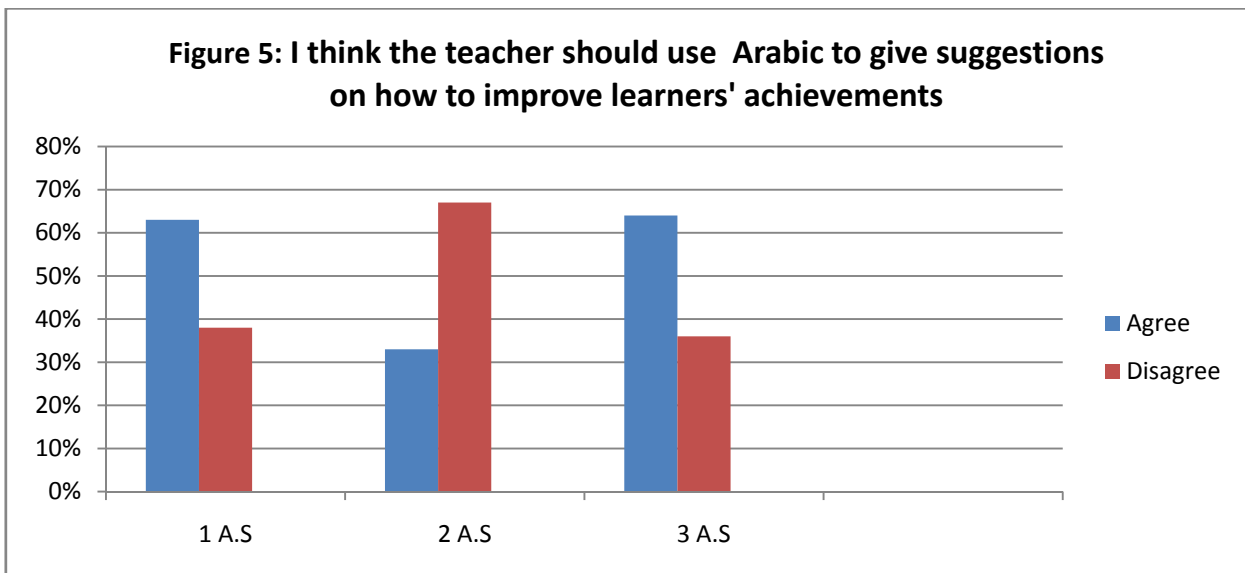
As shown in figure 4, comparing and contrasting the language system of both L1 and L2 is a significant issue for secondary school learners. Whereas the second year learners do not want to delve into this issue in L1, the first and the third year learners seem to believe that comparing and contrasting the two languages give them opportunities to learn the language and understand its complexities. Indeed, the second year learners have shown reluctance in using L1 (as shown in this statement and many statements of RQ1) probably because they believe that both Arabic and English belong to two completely different linguistic origins. They seem to be more committed to learn about the target language in the target language.

On the flip side, the first and the third year secondary school learners want to take advantage of their prior linguistic knowledge and language background in L1 to help them learning L2 language system. They seem to believe that to use the mother tongue is the best means to keep them engaged in the learning process and accomplish full understanding of the language. In other words, L1 is believed to remove L2

comprehension problems. Indeed, the majority of the first and third year learners endorse the positive belief that their language teacher should make use of the mother tongue. They both believe that it has an important role to play in comparing or contrasting the linguistic system of both English and Arabic.

In sum, the second and third year learners' responses reflect their will to understand L2 language system by comparing and contrasting it to their mother tongue in which they are highly performant. These participants seem to acknowledge the merits of L1 on L2 learning. They seem to believe that L1 helps them maintain their interest in learning the target language and be active recipients. They rely on L1 to build up their L2 knowledge. These learners seem to agree with Lado (1957) who advocates that being aware of the similarities and differences between learners' L1 and L2 reveal their language problems. This is confirmed by Al-Balawi who believes that "building on differences between the L1 and the L2 through translation helps to avoid negative transfer" (2016:52).

As far as the third statement is concerned '**I think the teacher should use Arabic to give suggestions on how to improve learners' achievements**', 63% of the first year learners, 33% of the second year learners and 64% of the third year participants agree that the language teacher should use their mother tongue to give them suggestions on how to improve their school achievements. However, 67% of the second year pupils (which is more than half of the participants) disagree on the use of the mother tongue for giving suggestions and 38% of the first year along with 36% of the third year participants believe that suggestions should not be given in the mother tongue. The findings are displayed in the following bar graph:



As shown in figure 5, the majority of the first and third year participants strongly agree that L1 should be used when giving suggestions.

Indeed, because there has been a change in the learning environment (from middle school to secondary school), the first year learners seem to believe that suggestions on how to improve their achievements should be given in L1 for a more useful and outcome-oriented learning. The findings are interesting but not surprising because moving from middle school environment to secondary school one can cause stress and be a highly anxiety provoking environment. The best way for these learners to overcome their anxiety is by receiving their teachers' suggestions formulated in their mother tongue to be fully understood and therefore be well-prepared for the learning process in the secondary school.

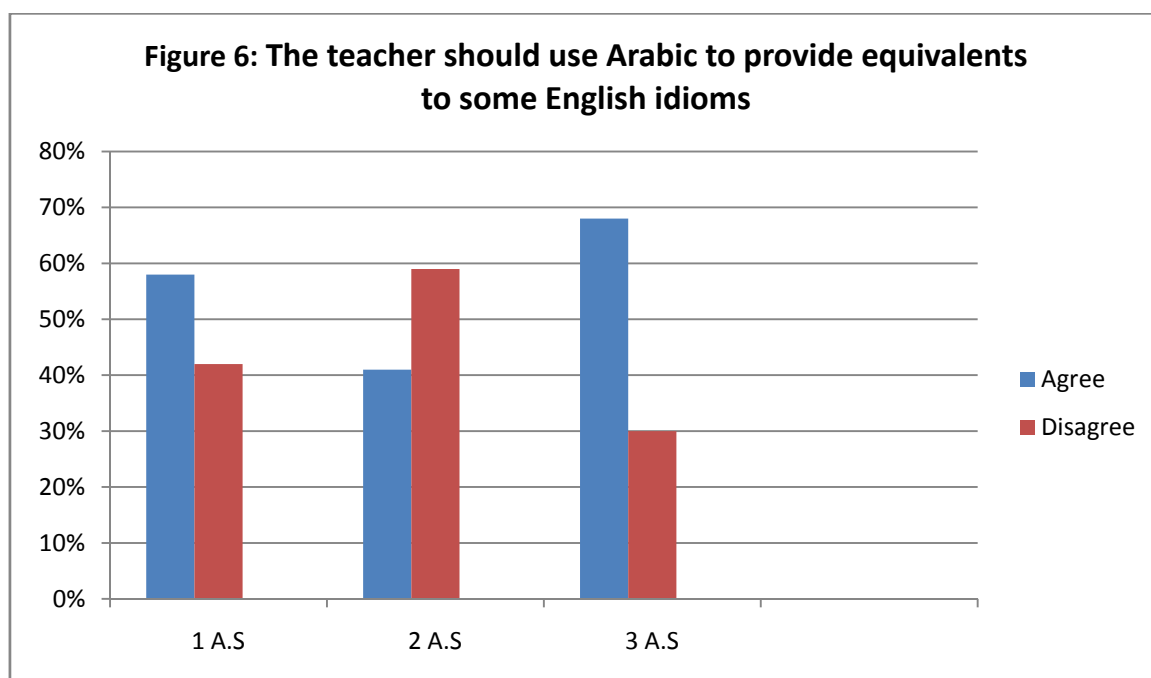
Likewise, the third year learners do not want to be incompetent and fail at their national Baccalaureat exam undertaken at the end of the academic year. As a result, they believe that their teacher ought to give them a list of suggestions in L1 in order to overcome their language problems. They probably feel that L1 is necessary in such

situation in order to make of their classroom time a positive learning-time. The findings suggest that the first and the third year learners are constantly in need of L1. Their mother tongue is an important factor to be considered in order to achieve success.

Regarding the second year learners, it is not surprising to find that they do not want their teacher to resort to L1 even if it is for giving suggestion. They seem to have developed an awareness of what to accomplish during the academic year. These results may be attributed in part to the fact that the second year learners have their own approach to learn a foreign language. They deliberately exclude L1 from their learning environment.

In sum, most of the second year pupils disagree on the use of L1 to give suggestions because they may believe that L1 decreases their chances to learn the language appropriately while the first and the third year participants consider the mother tongue to be a support and an important ally to alleviate any miscomprehension and ensure a better understanding.

Concerning the fourth statement '**I think the teacher should use Arabic to provide equivalents to some English idioms**', 58% of the first year learners and 68% of the third year learners demonstrate a positive opinion towards the use of the mother tongue to furnish lexical equivalents to some English idioms. Less than half of the second year participants (41%) agree that lexical equivalents in L1 should be provided to some English idioms. However, 59% of the second year participants seem to disagree with them and think that the language teacher should not provide L1 equivalents to L2 idioms. The same disagreement is noticed with 42% of the first year participants and 30% of the third year pupils who seem not to believe that English idioms need to be given their equivalents in L1. The data gathered is shown in the following graph:



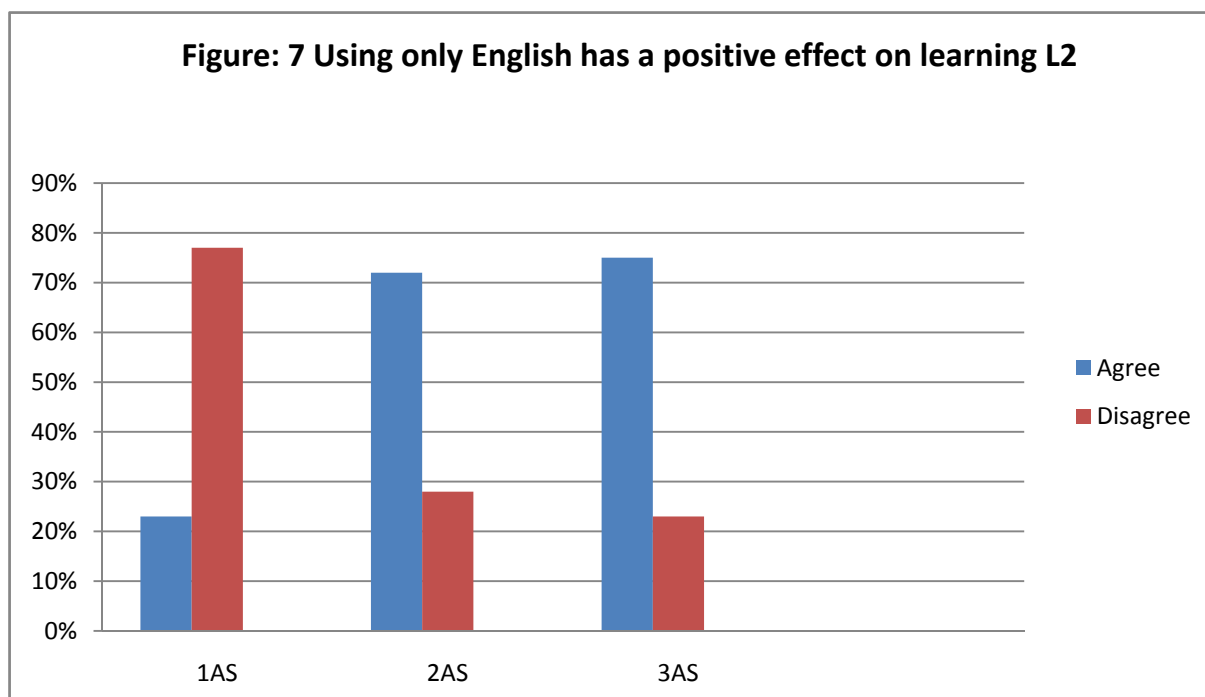
The graph shows clearly that the majority of the final year secondary school learners followed by the majority of the first year learners believe that it is necessary to use the mother tongue for providing L1 equivalents of some English idioms. For the first and the third year learners, L1 offers efficient cognitive support by assisting and providing them with their equivalents. It seems that L1 helps learners build knowledge about the target language idioms, and facilitate their comprehension and use. One possible explanation may be that they believe that translating an idiom literally leads to confusion and that the use of the mother tongue equivalent is the best means to deeply understand any congruency between Arabic idioms and English idioms. This may be the best way to reduce learners' confusion. Indeed, the participants seem to acknowledge that L1 plays a crucial role in the language learning process. They agree that it is of utmost importance to know that English idioms have counterparts (i.e. equivalent idioms) in Arabic.

On the flip side, the second year secondary school learners are found to make minimal use of their L1. They seem to have a firm conviction that L1 does not contribute to the

understanding of L2 idioms. They want to pick up the social meaning of English idioms by themselves without resorting to L1 but rather by exposing themselves to the target language and adapting an English only policy inside the classroom because they believe that the target language helps them gain an understanding of English idioms. They probably believe that this is the best way to identify, understand, and know how to perceive and use a particular idiom.

It is surprising to notice that most of the second year pupils disagree on the use of L1 for such purpose. These pupils seem to ignore that providing some equivalents can sometimes be necessary to grasp the culture of the target language, raise awareness on the similarities that may exist between the two cultures (L1 and L2), and by the same token get familiar with the ‘embedded’ cultural norms mostly found in idioms.

Regarding the fifth statement **‘I think the teachers’ use of English only in English classes has a positive effect on learning English’**, a high number of the first year learners (77%) show a negative opinion towards the avoidance of L1 in learning English and only 23% agree that adapting the monolingual approach in EFL classroom has a positive effect on the learning process. The majority of the second year participants represented by 72% agree that English only policy has a positive effect on learning the target language while 28% completely disagree. Finally, 23% of the third year participants show a negative opinion towards the teacher’s use of only English in the language classes whereas 77% of them endorse a positive opinion with regard to the use of L2 only when teaching L2. The data gathered is illustrated in the following graph:



As shown in figure 7, the majority overwhelming participants of the second and third year secondary school learners believe that learning English through English is likely to yield better results in learning the target language probably because they are more proficient than the first year learners which makes them more aware of when and how L1 can be used fruitfully and productively. They seem to agree with Cook who says that resorting to L1 means “depriving the students of the only true experience of the L2 they may ever encounter” (2001:409). The graph shows also that most the first year pupils disagree with the statement. They believe that the mother tongue is necessary inside the language classroom. This can be understood on the basis that coming from the middle school, the first year learners feel the need of the help and assistance of L1 probably because L1 provides them with a sense of security that facilitate their learning process.

A closer analysis of data (with regard to the previous statements) revealed that there is a consensus among the third and the first year learners on the importance of using L1 in

handful situations. They both held a positive attitude towards the integration of L1 into EFL classes, considering it an effective pedagogical resource. However, an interesting point appears in the analysis of this statement. There seem to be a stark contrast and a mismatch between the third year learners' responses to the previous statements and their responses to this one. Although the third year participants think that their mother tongue has to be used whenever needed and has its role to play in EFL classroom, they seem to be quite aware that adapting English only policy has positive effects on their learning. This could be related to the fact that the foreign language teacher is the main source of language input so learners are quite aware of the positive gains and benefits they may have if their language teacher excludes L1 from their learning environment.

On the basis of the above findings, the second and third year learners seem to believe that teaching solely in English has positive effects on their learning probably because they believe that it will help them develop their language skills and improve their level.

The principal findings suggest that the majority of the participants (1A.S/ 2A.S/ 3A.S) agree on the fact that their teacher should use the mother tongue to maintain discipline. The first and the third year participants believe that their language teacher should use L1 when giving suggestions on how to ameliorate their achievements. They also endorse a positive opinion towards the use of the mother tongue when comparing or contrasting the language system of both L1 and L2 along with providing L1 equivalents to some L2 idioms. The analysis of the data has also shown that the second year secondary school participants positively believe that studying English through English can be fruitful and more effective for their learning process, a belief shared with the third year participants but totally disagreed with the first year learners who strongly believe that the teacher

should not avert the use of L1. This may be due to the fact that the first year learners are less proficient and do not want to produce a great effort in learning English through English. What is surprising is that the findings reveal that the third year learners who are supposed to be more capable and involved in learning English are in general agreement with the first year learners (statements 1,2,3,and 4) and recognize that the teacher can use the first language in many different situations. This may be explained by the fact that as the final year learners are preparing for the Baccalaureat National Examination they do not want to put an extra effort in understanding English through English or be risk takers in the learning process. They would rather prefer their teacher to use Arabic each time there is a problem of discipline (82%), a need to contrast between the two languages (57%), providing L1 equivalents (68%) and using L1 when giving suggestions (64%). Indeed, they seem to agree with Harmer who stresses that “there is clearly a lot to be gained from a comparison between the L1 and the L2” (2001: 134) and that language learners “will make these comparisons anyway, so we may as well help them do it more effectively. It will help them to understand certain clauses of error if we are able to show them such differences” (Harmer, 2001: 134)

5.2.2- Learners’ opinion on their own use of L1 in EFL classroom

The salient differences and similarities in students ‘opinions (ranging from statement 6 to 10) concerning the use of L1 in language classes are illustrated in the following pie charts:

With regard to the sixth statement “**I feel more interested in learning English when I know it shares some cultural elements with Arabic**”, 63% of the first year learners,

57% of the second year learners and 68% of the third year learners agree that they are more interested in learning the target language when they know that it shares some cultural elements with the mother tongue. However, 38% of the first year learners, along with 43% of the second year learners, and 32% of the final year learners endorse a negative attitude and believe that sharing common cultural elements with L1 does not make them more interested in learning the target language. The data is best illustrated in the following pie chart:

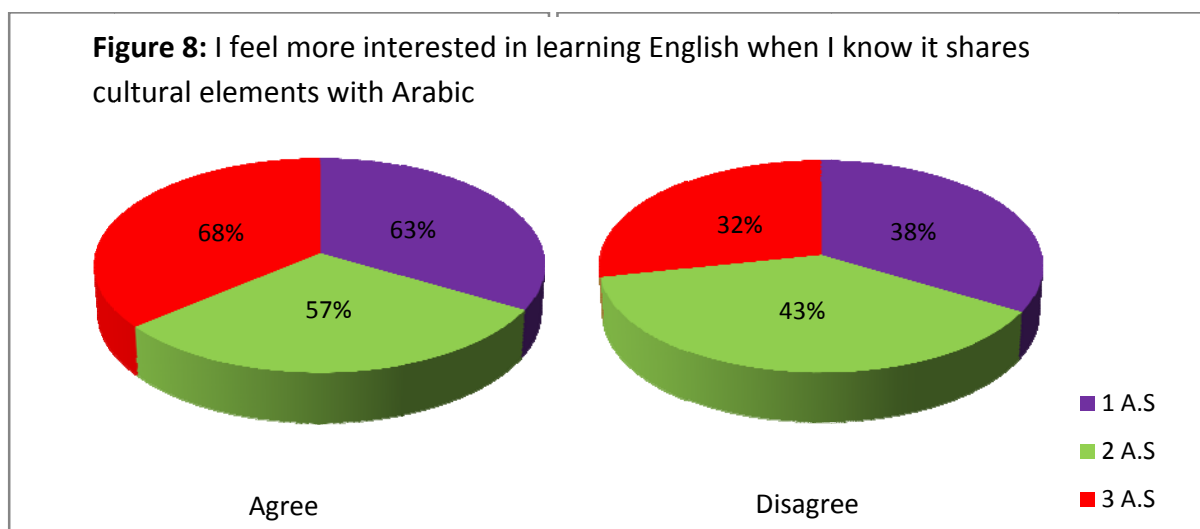


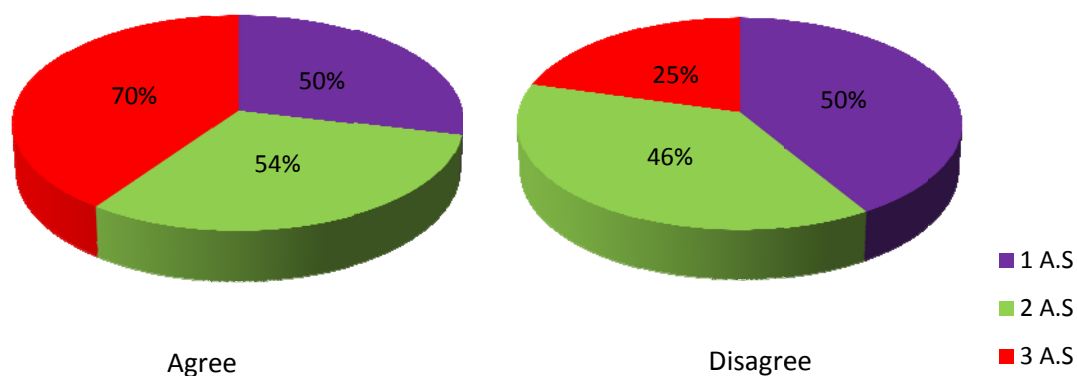
Figure 8 shows that learners in the three classes agree on learning English when they know it shares some cultural elements with Arabic. They probably want to understand other persons' view points, understand how L2 speaker thinks and perceives the world so that to communicate effectively. Indeed, knowing and dealing with the cultural similarities shared by both languages (Arabic and English) may assist them in gaining deeper knowledge of the socio-cultural and pragmatic norms of L2 culture through which cultural differences are more tolerated. As a matter of fact, an awareness of the different aspects that unify the local culture with the foreign one can help enhance the positive attitude toward the culture of others and reduce cultural misunderstanding.

As shown in the pie chart, the common cultural aspects shared by both the local and target language seem to be an important incentive factor that pushes the participants in the three groups (1A.S/ 2A.S/ 3A.S) to study and learn English. They probably want to perceive and understand what the local and foreign culture share in common. L2 culture seems to have a considerable influence on learning the language and learners seem to be quite aware of the importance of developing L2 cultural identity in order to acquire cultural competence.

To conclude, the majority of the participants in the three levels (first, second, and third year) believe that knowing about the possible existence of common cultural elements between L1 and L2 motivates them in learning the language. They seem to agree with Auerbach (1993) who advocates the positive effect of L1 especially for cross-cultural issues.

When giving them the seventh statement **“I think the use of Arabic makes me feel more connected to my culture”**, 50% of the first year learners, 54% of the second year learners, and 70% of the third year learners share the same positive belief that the use of Arabic makes them feel more connected to their culture. However, the same number of the first year secondary school learners (50%), 46% of the second year learners and 25% of the third year learners completely disagree with the statement and believe that L1 use does not provide them with any sense of belonging. The data is clearly illustrated in the following graph:

Figure 9: The use of Arabic makes me feel more connected to my culture



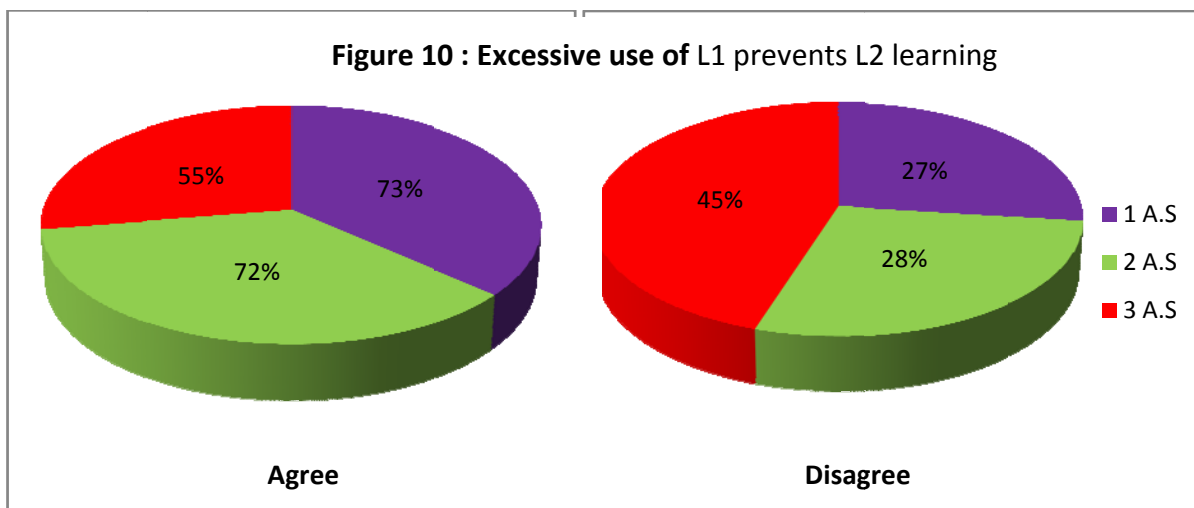
As shown in figure 9, the overwhelming majority of the third year secondary school participants, along with the second year learners and half of the first year participants seem to be quite aware of the strong link between language and culture. They agree that their mother tongue and their culture are interwoven. The figure shows that the learners' culture is best appreciated when the teacher uses and allows them to use their mother tongue. It seems that the participants' first language increases their sense of belonging, fosters their identity and consequently produces a positive impact on their psychological state. Indeed, learners are quite aware that their mother tongue is the strongest means to connect with their culture. They testify that using their mother tongue opens up connections to their roots and enhances their understanding of their cultural heritage. And because language is part of culture, the participants feel that their culture (Arabic Islamic Tamazight) is reflected in the language they share, their way of clothing, viewing the world, beliefs, values, shared history, pride and so on all of which are clearly perceived while interacting in their mother tongue, and through which their identity is established and shaped. All these participants seem to agree with Harmer who stipulates that "the students' culture is part of their language and by neglecting their language, the teacher, in

a monolingual classroom, neglects their culture which leads to the danger of neglecting their identity as well” (1998:129).

The participants’ positive beliefs on the relationship between Arabic and their sense of belonging may be due in part to the fact that the use of L1 increases their self-confidence. It can be deduced then from the participants’ responses in the three classes that allowing them to use L1 is essential in fostering their sense of belonging and therefore depriving them of their mother tongue may cause serious problems of self-ness (personality). This suggests that excluding L1 from EFL classes may give birth to a feeling of being disoriented and lacking social belonging.

The findings are statistically significant. There is a close relationship between language and self-identification. The participants’ mother tongue is a great stimulant and an undeniable mental energy that ought not to be underestimated.

Regarding statement 8 in the students’ questionnaire **“Excessive use of Arabic prevents me from learning English”**, 73% of the first year participants, followed by 72% of the second year participants along with 55% of the third year learners agree that an immoderate use of Arabic prevents them from learning English. On the other part, only 27% of the first year participants, 28% of the second year learners 45% of the final year learners disagree and see that the excessive use of the mother tongue does not impede their learning process. The data gathered is illustrated in the following pie chart:



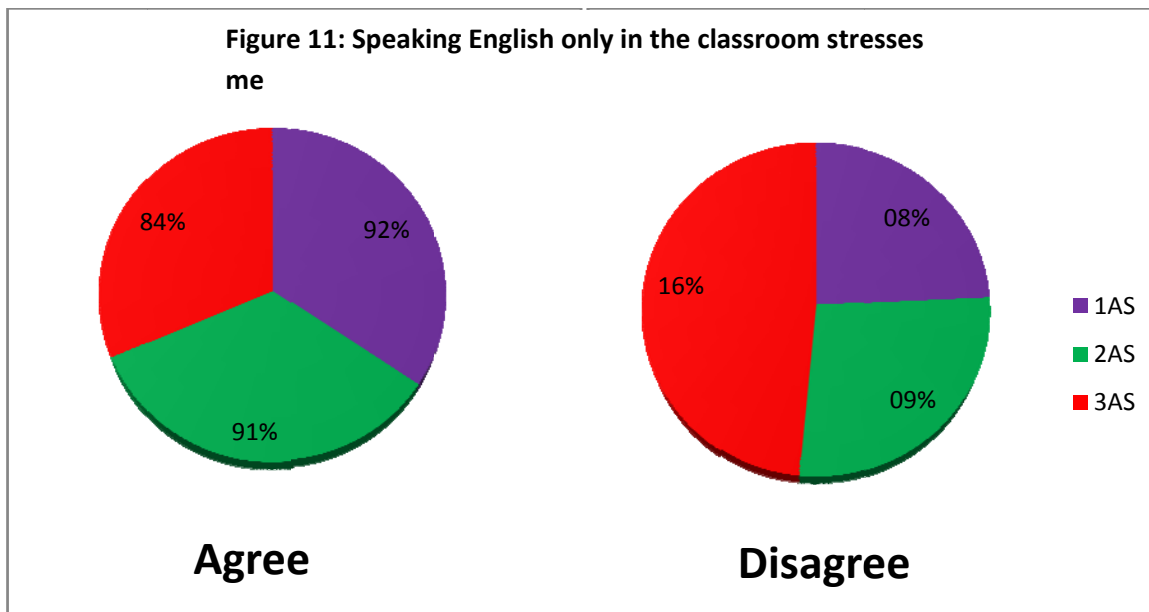
The graph shows clearly that there is skepticism towards the overuse of L1. The majority of the first, the second, and the third year secondary school participants agree that immoderate use of L1 in the language classroom constitutes a hindrance for learning English. In other words, they hold a negative attitude towards using L1 excessively. They probably believe that if L1 is frequently used, then it will negatively affect their performance and hinder their learning.

Respectively, learners in this study seem to be quite aware that the limitless use of L1 is not productive. They are against the overuse of their mother tongue inside the classroom and refuse to slip back into it in an immoderate and exaggerated manner. This can be related to the fact that the overall participants do not want to over rely on their mother tongue. It is therefore to be expected that they consider excessive use of it a harmful tool and a source of errors. Indeed, the fact that the learners do not want a limitless use of L1 is not surprising considering that their responses in the previous statements (RQ1 and RQ2) show that they want to resort to L1 in order to fulfill specific pedagogical functions and not throughout the entire ongoing lesson. They have a clear idea of where to use it which suggests that the learners feel the need of L1 in their learning process but they are

quite aware that an excessive use of it is harmful and may slow down their learning process. They do not preclude their mother tongue but refuse having it as a teaching approach. They just do not want it to become a habit.

In sum, the findings in this pie chart are in general agreement with the previous statements because these learners have attested that L1 should be used to compare or contrast the language system of L1 and L2 along with providing L1 equivalents, and that it makes them more connected to their culture. And then in the above mentioned statement (item 8 in the questionnaire) they agree that excessive use of L1 prevents them from learning L2. This could be a sign that these learners have a positive opinion over the use of the first language but avert the overuse of it. This opinion is shared by Atkinson who advocates that “the mother tongue... is both necessary and effective” (1987:422). In a nutshell, L1 remains an important ally which provides a psychological comfort and facilitate the act of learning.

Concerning the following statement (item 9 in the table 5.2.a) **“Speaking English only in the classroom stresses me”**, 92% of the first year participants, 91% of the second year participants and 84% third year participants’ answers show that they have a negative belief and attitude towards the use of the target language only inside the classroom. Only 04/48 first year learners (08%) and the same number 04/46 of second year learners (09%) with 07/44 third year learners (16%) disagree and believe that the use of L2 does not stress them. The data gathered is illustrated in the following graph:



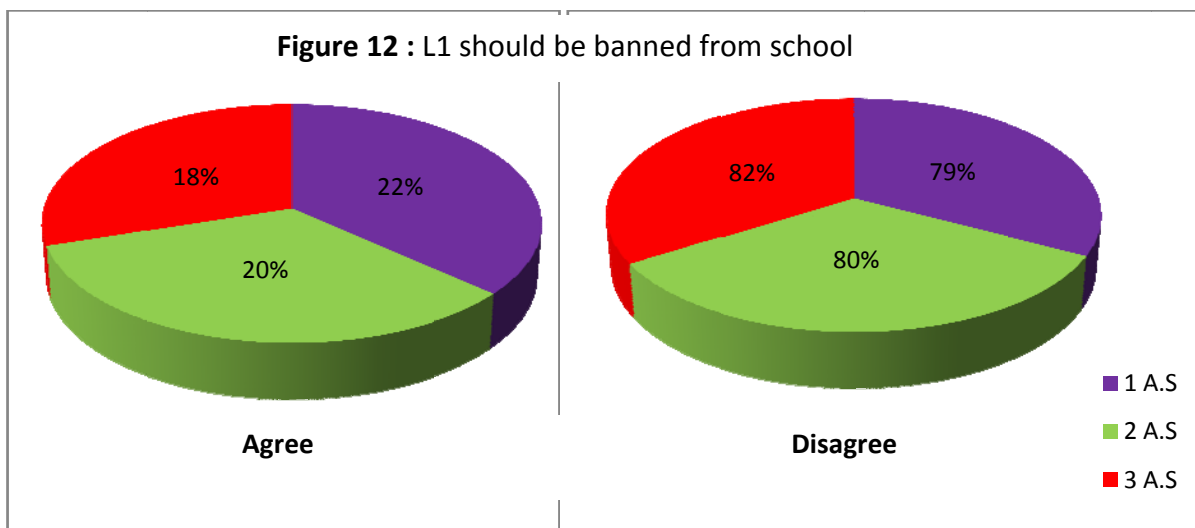
As shown in the pie chart, the overwhelming majority of the secondary school participants (1A.S, 2A.S, 3A.S) agree that adapting a monolingual approach in the language classroom affects their psychological state. They endorse a negative opinion towards the use of only L2 in EFL classroom. This negative opinion is probably due to the fact that language learners do not want to be forced to use English all the time.

Indeed, the statistical analysis shows that speaking English exclusively is disfavored by the overwhelming majority of learners. The reason very often put forward for this is that it leads to incomprehensible input which may result in detrimental consequences among which linguistic deficiencies and school failure. The participants feel that they are constantly learning under stress which makes of the classroom environment an unpleasant place for learning a foreign language. Another possible explanation is that learners may have ‘performance anxiety’ which creates a barrier between them and their teacher. It seems that the ‘sense of security’ is lost when the language teacher adapts a monolingual approach in her classroom. This presupposes that learners want the interference of the mother tongue because it lowers anxiety and removes the affective

barriers of L2 learning. It goes without saying that by engaging in a total L2 learning environment, language learners lose an important psychological ally and cognitive support which is their mother tongue. (Butzkamm, 2003)

The participants seem to agree with Wenden (1986) who found that using English only causes anxiety and nervousness. The allowance of Arabic creates a pleasant atmosphere which saves them from doubtful looks when they are asked to speak English only. This is confirmed by Kavaliauskiene (2009:3) who believe that allowing learners to use their mother tongue “relates to the fostering of a positive affective environment”.

Regarding the last statement **“the use of mother tongue (Arabic) should be banned from schools”**, it is not surprising to see that only 22% of first year learners, 20% of the second year learners, and 18% of the third year learners agree with this statement and believe that L1 should be banned from language classrooms. However, a total of 79% of the first year participants, along with 80% of the second year participants and 82% of the third year participants disagree and believe that L1 should not be forbidden from EFL classes. This is not surprising since almost all their aforementioned answers were in favor of the use of the mother tongue in the language classroom. Figure 12 displays the data gathered:



As displayed in the above figure, a high number of the first, second, and third year learners show a negative belief over the banishment of Arabic and disagree on the idea that pupils' first language should be banned from schools. Indeed, learners' responses reveal the undisputable fact that L1 is an important learning tool that should not be banned probably because it boosts L2 comprehension and removes linguistics' difficulties. This does not mean that the participants want their mother tongue to be excessively used. It simply indicates that they are aware that a limitless use of their mother tongue is counterproductive in language learning. Respectively, using L1 facilitates the comprehension of L2 input they receive. The mother tongue won't forbid learners from learning the target language provided that it is used appropriately and in a well-reasoned way. In fact, learning a foreign language becomes more fruitful and productive when it is build upon prior knowledge. (Hall & Cook, 2012)

A thorough analysis of RQ2 reveals that most of the participants (especially the third year participants) in this study have contradictory beliefs about the use of L1. On the one side, they show a positive belief on their teacher's use of L1 to maintain discipline (statement 1), compare or contrast the language system of L1 and L2 (statement 2), and

provide L1 equivalents for some L2 idioms (statement 4) and on the other side, they attest that the use of only L2 have a positive effect on their learning (statement 5).

This contradiction may be due to the fact that learners are persuaded that the classroom is the only place where they are exposed to the target language and that avoiding the use of L1 and using L2 only may increase their opportunities to master the language by having no alternative but practising it. At the same time, they are quite aware that L1 is a learning strategy that should not be underestimated as it fulfills certain purposes. In a nutshell, if both teachers and learners know exactly when and how to use it, then L1 will positively affect learners' language proficiency.

There seems to be a strong correlation between the learners' actual use of L1 (RQ1) and their beliefs and attitude towards the use of it in EFL classroom. There appears to be a need for the assistance of L1 especially with the first year level and this need seems to 'decline' especially with the second year. Also, there is a general agreement that L1 is beneficial in some situations (when really needed) but much exposure to L2 is of utmost importance and therefore must be encouraged. Thus, we cannot deny that the secondary school learners seem quite aware of the situations in which the use of L1 has proved to be appropriate and inevitable, and when it should be avoided.

In sum, the participants seem to have strong basis for the reasons why L1 should not be banned from EFL classrooms. If the mother tongue is used appropriately and judiciously, it can positively affect learners' achievements.

L1 seems to play a positive role in the learning process. It is a practical device that has two sided roles in L2 playing:

- a- It is a pedagogical tool for checking comprehension and alleviating ambiguities and linguistic difficulties.
- b- It is a psychological support that enhances the sense of belonging and increases the feeling of comfortability.

5.2.3 Summary of learners' questionnaire

The data collected through the learners' questionnaire consisting of 15 close-ended questions for RQ1 and 10 close-ended questions for RQ2 display the fact that most secondary school learners agree that much time should be attached to the target language and a little time to the mother tongue use. According to them, this may increase their opportunity to better learn L2. Therefore, learners were found to favor the use of L1 to:

- de-stress
- check the meaning of difficult words
- explain a new word to their peers
- chat with classmates
- discuss cultural issues, and
- work in group

They were also found to insist on its avoidance in:

- explaining grammar
- giving instructions, and
- greeting the teacher

The result proves that they are quite aware of the importance of maximizing the use of L2 without denying the necessity of L1 as a language aid. The participants in this

study seem to agree with Schweers (1999) who believes that L1 is necessary in the classroom to explain difficult concepts, to check comprehension, and to feel more comfortable.

To conclude, the learners who participated in this research want to be provided with the opportunity to be exposed to English most of the time probably because the classroom is the only environment where English is used. They do not want their teachers to resort to L1 except in handful situations. All these suggest that for the participants the utilization of the mother tongue is not regarded as something detrimental but rather a support that can be fruitful if used judiciously. Its deprivation can cause frustration. The results go in line with Brown who advocates that “the disregard of the students’ mother tongue can in fact de-motivate the students and be counter-productive. Therefore, there is neither a scientific nor a pedagogic reason to exclude L1 from the teaching process” (2000:14). Thus, L1 should not be underestimated.

The findings of RQ1 and RQ2 reveal that L1 is deliberately used as a resource in order to fulfill different learning functions and accomplish pedagogical foci. (Cook, 2001)

The findings also show that the use of the mother tongue has a positive effect on learners’ emotions, motivation, attitudes and performance. Their supportive opinion reflects their sincere attempts and endeavors to maximize their learning achievements.

Needless to say that the participants’ mother tongue is a compensatory, cognitive, social and affective strategy that cannot be devaluated. Indeed, the results of both questionnaires (RQ1 and RQ2) display the fact that L1 is used to overcome gaps and shortcomings in learners’ language knowledge.

The findings reported in RQ2 are consistent with the findings of RQ1 demonstrating unequivocally that the participants monitor their learning and are quite aware that a moderate use of L1 constitutes an essential tool to enhance their foreign language learning.

As a matter of fact, the importance of L2 is unquestionable. The debate is about the pedagogical value of the mother tongue use inside the foreign language classroom (Butzkman, 2003). The findings go also in line with Sali (2014) who stresses that “the use of L1 does not constitute an obstacle to L2 learning; rather, it can be a useful cognitive, affective, and linguistic tool to scaffold the development of the L2 learner” (P.309)

5.3 Teachers’ use of L1 in EFL classroom

This section attempts to answer **RQ3**: In what situations do teachers use the mother tongue?

In this section of data collection, the three in-service teachers were observed through a pre-determined check-list in an attempt to find out in what situations teachers use the mother tongue. The observation check-list was divided into three parts: the pre-stage, the while –stage, and the post-stage through all of which the teacher is observed along with his/her pupils so as to see the areas where L1 is permitted and used. An audio recording is also used.

Class 1

The first class observed and recorded concerns the second year mathematical stream from Hajrass high school in Algiers. The choice of the class was done randomly.

The observation was undertaken on November 12th, 2015 from 10 to 11.

At the pre-stage, the teacher was already in the classroom waiting for her pupils who were arriving one after the other. Some of them asked the teacher about the test's grades (the test was taken in the previous session) and the teacher replied:

"ماشني ليوم" (meaning that their grades were not going to be given that day). Both the pupils and the teacher were using the mother tongue and not a single English word was uttered during this phase.

Situation 1: Greetings

Once all the pupils arrived at the classroom the teacher addresses them and said:

"*Good morning everybody*", and the pupils replied: "*Good morning Miss*".

It was a large class of about 46 learners. The pupils were making noise and the teacher was struggling to quiet them. She seemed unable to sustain control over them.

At the while-stage, the teacher started by asking the pupils to write the date on the board but no one did. She then wrote it herself.

Situation 2: Giving instructions

The teacher started the Developing Skills of unit two entitled: Waste Not, Want Not by asking the learners to open their English text book on page 66 (The book is entitled Getting Through and published in 2009 by the National Board of School Publication ONPS). With a loud voice, she asked her pupils to listen to a text which she read carefully and slowly. Some of them were listening to their teacher while others were completely distracted. The teacher was unable to make all her pupils listen to her. They

were then asked to summarize the text that they had just listened to using the passive voice. The aim of the activity was to consolidate the use of Active and Passive voice dealt within the previous session. The instruction was given in English and the pupils seemed to be used to the non-translation of instructions.

Situation 3: Checking comprehension

a- Interaction pupil-pupil

One pupil who was not far from the researcher used Arabic to ask her peer about what the teacher wanted them to do. The peer translated the instruction into L1.

Pupil 1 (addressing her peer sitting next to her): "واش قالت لنا نديرو" (meaning : What did she ask us to do?)

Pupil 2: "قالت لنا نلخصو" (meaning: She asked us to summarize)

b-Interaction teacher-pupil

As the text was about 'Photosynthesis', the teacher asked her pupils to translate the word into Arabic to check their comprehension.

Teacher: "What is "photosynthesis in Arabic?"

Pupils: "التركيب الضوئي" .

Teacher: Yes. Photosynthesis means التركيب الضوئي

It should be noted that the pupils were using Arabic while doing their activity.

Situation 4: Clarifying grammar points

Moreover, the teacher attracted her pupils' attention on the necessity of using sequencers in their summary and used both Arabic and English to explain how to use these sequencers in their writing.

Teacher: " *نستعملو sequencers at the beginning of a sentence to give instructions*"
(meaning : we use sequencers at the beginning of a sentence to give instructions)

It should be mentioned that the teacher showed readiness to use the mother tongue with her pupils for the purpose of clarifying any misunderstanding.

Situation 5: Explaining vocabulary

In another situation, the teacher said to another pupil who read his summary that he ought to use the word 'process' in his summary and then without being asked to do it, the teacher translated it into Arabic and said:

Teacher: " *process..... هي عملية* ".

Situation 6: Correcting the pupils' answers

Another pupil read his summary but did not use the sequencers as required. The teacher then used Arabic while correcting him: " *بصح you haven't used the sequencers*" (meaning: However, you have not used the sequencers). She carried on: " *Sequencers are words that link and connect your ideas. So, it is very important to use them*".

Situation 7: Praising the learners

Every time a pupil read his summary, the teacher praised him/ her in the target language by saying: “*Good*”, “*Excellent*”, or “*Yes*”. No Arabic or French was used.

Situation 8: Maintaining discipline

It was also noted that the mother tongue was used when one learner started reading his summary; one of his classmates laughed at him and uttered mockery words. Here the teacher shouted: “وشيبك؟” (Meaning what is wrong with you?). Again when another girl started reading her summary some pupils shouted in L1 and asked her to speak up because they could not hear. Here again, the teacher replied in both Arabic and French: “*Non, non حلوها حتكلوها*” (meaning: stop bothering her). The pupils were making too much noise, so the teacher shouted: “*Stop talking*”. Then in Arabic she said: “*خلاص*” (meaning: Stop it!)

Situation 9: Creating fun

Another situation of the teacher’s use of L1 is when she said to one of her pupils who had just read his summary that he had forgotten to mention the key word ‘photosynthesis’. The pupil replied that he did mention it. Here the teacher with a large smile said: “كيفاش مارانيش نسمع فلكلمة؟” (Why don’t I hear the word? as the same remark had been given to a pupil before that one and who also said that he did mention the word). The pupils laughed. In another situation, the teacher addresses one of her pupils with his first name:

Teacher: “*Razim, read your summary*”

Pupil: “*زاني قريب نكمل*”. (meaning: I am about to finish)

The teacher said nothing and moved to another one who was distracted by his phone and not doing the work. When the teacher asked him to stop using the cell-phone the pupil replied in his mother tongue: “زاني نشوف الساعة” (meaning: I am checking the time); The teacher said ironically “ساعة وانت رالك معاها امبعد عيظللها”. The teacher was presuming that he had been talking with his girl friend for an hour and told him that he could call her later. All the other pupils started laughing.

To create a comfortable atmosphere, the teacher said (using English and Arabic):
Teacher: “*today I fast* ماشربيتش قهوتي” (Meaning: ‘ I did not have my breakfast’) and a pupil replied: “انا تانيك استاذة” (Meaning: ‘Me too teacher’). It should be noted that the learners enjoyed their teacher’s use of L1 and seemed really creating fun because they were all the time laughing at her L1 words.

What is noticeable in this class is that despite being a large class, most of the pupils were fully involved in the activity. It should be mentioned here that this activity took more than fifty minutes because the teacher was listening to every single pupil. After this task, the teacher moved to the pronunciation activity of the modals “Must/ mustn’t” but the bell rang announcing the end of the session. The pronunciation lesson was postponed to the following session.

At the post-stage, the teacher was interacting in Arabic with her pupils about general topics and from time to time she was using French words such as “ *alors là!*”, “*Ah bon!....*” (meaning: Really!). The post-phase was conducted in the mother tongue and French. The target language was not used at all.

To summarize, Teacher 1 was observed and recorded, the results of which are given below:

Situations for L1 use	Number of time
Checking comprehension	1
Clarifying grammar points	1
Explaining vocabulary	1
Correcting the pupils' answers	1
Maintaining discipline	3
Creating fun	3
Total	10

Table 5.3.a Situations for L1 use for T1

The total in the table 5.3.a displays the number of situations in which L1 was resorted to in 60 minutes.

At the pre-stage, the language teacher removed English from the classroom and uses the mother tongue only. She used English to greet her learners.

At the while-stage, the lesson of the unit was introduced in the target language and instructions were given in English. However, the teacher resorted to L1 once to check the pupils' comprehension of the key word 'photosynthesis' (situation 3) and to explain a point of grammar (situation 4), in this context it was to explain how to use sequencers in a writing essay . It was also used once to translate a difficult word (situation5) and three times to create fun in the classroom and distress the atmosphere (situation 9). It should be noted that the teacher did not hesitate to use Arabic to comment on the learners' replies. L1 was also used three times to maintain discipline (situation 8). Moreover, pupils' mother tongue was used by the teacher once when correcting the pupils' answers (situation 6).

It seems that the observed teacher does not provide any effort to avoid the use of the first language and accepts it in the classroom. The learners feel this acceptance and therefore use Arabic whenever they want as they are never forbidden or discouraged to do so. In all, L1 has been resorted to by the teacher in:

- 1-checking comprehension,
- 2-using L1 equivalents,
- 3-explaining grammar,
- 4 creating fun,
- 5- maintaining discipline, and
- 6- correcting pupils' answers.

The main use of L1 was to create fun and maintain discipline . It is worth mentioning that this teacher succeeded in creating a good atmosphere by allowing the use of L1. Almost all her pupils were fully involved. Their summaries showed clearly that they understood the instruction and the meaning of 'photosynthesis' which was the key word of the lesson Also, they used the sequencers correctly which suggests that the instruction (which was given in English) was well understood except for one single pupil who asked his classmate to translate it (situation3). However, it has been noticed that utilizing only the first language in both pre and post-stages has removed any opportunity for learners to learn and improve their speaking skill since L1 has cut the real English communication between teacher and learners.

To conclude, it can be emphasized that the findings for classroom observation reveal that the teacher in class 1 is pushed to resort to L1 to solve discipline problems and fix

incomprehension. Arabic appears to be a functional and supportive tool which helps learners not to lose their focus and by the same token offers affective benefits.

In a nutshell, both the language teacher and the participants are not reluctant to use Arabic whenever they feel the need to it.

Class 2

The second class observed and audio recorded is the final year foreign languages class from Rabah Bittat high school in Algiers. Like class 1, this class is a large one but very quite. It consists of 44 pupils. The observation took place on January 3rd, 2016.

Situation 1: Greetings

The teacher started by greeting her pupils:

Teacher: “*Good morning everybody*”

Pupils: (Stand up) “*Good morning Miss*”.

The teacher looked at them for a few seconds, checking those who have not brought their pinafores and then said: “*Sit down*”.

At the pre-stage, there was almost no interaction between the teacher and the pupils except for greetings which was done in English. The class was too silent. The teacher then wrote the date and the title of the lesson which was a grammar lesson entitled: “The use of Wish” (p.48) of Unit two: *Ill Gotten Gains Never Prosper*. The textbook is entitled New Prospects and published in 2008 by the National Board of School Publication ONPS.

At the while-stage, and before dealing with ‘the use of wish’, the teacher deemed important to start by briefly reviewing the different tenses so that learners would easily be able to understand the different uses of ‘wish’; (wish + the present simple to express regret about a present situation, wish +the past perfect to express regret about a past situation, wish +would to express a desire for a change in future).

Situation 2: Giving instruction

The observed teacher drew a straight line which she called the axe of tenses and asked her pupils to illustrate the basic tenses (namely the present and past simple, the present and past perfect, the present and past continuous, and the future simple) in this axe. The instruction was given solely in English and was well-understood by the pupils.

Situation 3: Clarifying grammar points

Surprisingly, the learners found difficulty to do it and could not understand the difference between ‘the present and past perfect’ though they were supposed to know the main difference between the basic tenses as they are in the third year class and preparing for the baccalaureate exam which is always held in June and which will allow them to go to university. Here, the teacher used English, Arabic and French and said: “ الفرق بين *the present perfect and the past perfect* ‘ *c’est juste in ‘have’ and ‘had’* ” (meaning: the difference between the present perfect and the past perfect is just in ‘have’ and ‘had’), “*‘have had’ c’est le present perfect, وكي يكون ‘had had’, c’est le past perfect*” (meaning: when it is ‘have had’ it is called present perfect and when it is ‘had had’, it is called past perfect). Then, she carried on the explanation of the difference between the two tenses using English but did not hesitate to use L1 whenever she felt the need to it. One pupil asked her about the use of ‘today’ with these tenses and said:

The pupil: “نقدرو نديرو “ “today مع the past perfect ?” (meaning: can we use ‘today’ with the past perfect?)

The teacher replied in L1: “كبي يكون عندك “ “today”, “نديرو “ “the present perfect and not the past perfect”(meaning: When you have ‘today’ you use the present perfect and not the past perfect”. The teacher explained all the other tenses using simple English.

Situation 4: Checking comprehension

To check the learners’ comprehension, the teacher then asked the pupils: “c’est bon”, “فهمتمو” (meaning: Is it okay? Have you understood?) and the pupils replied in Arabic “ايه فهمنا” (meaning: ‘yes we have understood’). Once the teacher had clarified the difference between different tenses, she moved to the grammar lesson concerning ‘the use of wish’ and asked her pupils: “Do you know what is ‘wish?’” and the whole class answered: “التمني”. Teacher: “Yes ‘wish’ is تمنني or الرغبة”

After that, the language teacher gave a few sentences illustrating the use of Wish + the past simple. To check their comprehension, she asked her pupils “What is ‘nomad’ in Arabic?” (the word ‘nomad’ was used in one of the sentences she wrote on the board). One pupil answered “رحالة” and the teacher replied: “yes, nomad means رحالة”.

Situation 5: Explaining vocabulary

In another situation, the teacher wrote a sentence containing the word “dweller” and asked the pupils to give the opposite of that word to ensure that they have well understood the sentence. Unfortunately, no one could find the answer, so the teacher explained it by giving its opposite in English (which Schmitt (2000) considers a good strategy for teaching vocabulary) and said: “dweller is the opposite of nomad”. And

without being asked to do it, the teacher gave its L1 equivalent (“عكس الرحالة”) so as the pupils grasp its correct connotation.

Situation 6: Correcting the pupils’ answers

In a different situation and dealing with grammar, one of the pupils gave a personal sentence expressing regret about a present situation and used ‘wish’ with a verb in the present sentence. Here, the teacher corrected him in L1 and said: «استعمل دائما الماضي» (meaning: Always use the past tense) when it is a regret about the present situation.

Situation 7: Maintaining discipline

The learners were all excited and started expressing different views about the bomb explosion of ‘Charlie Hebdo’ that occurred in France on January 7th 2015, but they were talking all together which made the class too noisy. That is why, the teacher shouted angrily: “اسكتوا” (meaning: stop talking). The pupils stopped talking but after a while they re-started talking again producing much noise and disturbing the classes nearby. Once more, the teacher resorted to L1 to maintain control over the class by saying angrily: «خلاص، ما رانيش نقصر» (meaning: I am not joking. Stop it).

Situation 8: Creating fun

Like teacher 1, this teacher (T2) made use of the mother tongue three times in the classroom in order to create fun. The teacher first noticed that one pupil was inattentive and not focusing on the lesson. She then uses L1 and said: "واش غرقولك لبوبر" (meaning ‘Has your business crashed and you lost it all?’). This Algerian idiom is used when we want to tell (in a funny way) that someone is distracted and absent-minded. The pupil smiled and said nothing. Another pupil replied : “Mrs, he is thinking about going to

Italy". The teacher responded in L1: "متنساش تديني معاك", meaning (do not forget to take me with you). All the class laughed. In another situation, the teacher started looking at a painting on the wall; It was a beautiful garden full of colourful flowers (roses, tulips and daffodils). She then commented: لوكان غير راني تم (meaning: I wish I were there). The pupils shouted: 'Mrs. we go with you'. It has been noticed that the teacher could really distress the atmosphere and create fun among her learners by using the mother tongue which proves that L1 has an affective and psychological positive effect. Unfortunately, the lesson could not be finished because the school bell rang announcing the end of the session.

At the post-stage, the whole discussion between the teacher and her pupils was undertaken in the mother tongue. Not a single English word was uttered. The language teacher was using L1 to offer suggestions about how to improve their language proficiency. The observation and recording of teacher 2 are summarized in the table below:

Situations where L1 is used	Number of time
1- Checking comprehension	3
2- Clarifying grammar	2
3- Explaining vocabulary	1
4- Correcting the pupils' answers	1
5- Maintaining discipline	2
6- Creating fun	3
Total	12

Table 5.3.b Situations for L1 use for T2

Table 5.3.b shows the total number of situations in which the teacher (T2) appeals to L1 in 60 minutes to bring understanding to her pupils and ensure the effectiveness of the learning process.

Indeed, at the pre-stage, the teacher did not interact with her pupils except for greeting them which was done in English and where L1 was completely avoided.

At the while-stage, the teacher introduced the lesson in the target language but resorted to L1 twice to illustrate a point of grammar (situation 3) which was the present perfect Vs the past perfect as these two tenses seemed to be unclear for her pupils. She also clarified the use of 'today' in the present and past perfect. L1 has also been used once to explain the word 'dweller' (situation 5) and three times to check the pupils' general understanding and the comprehension of both the meaning of 'wish', and the word 'nomad' (situation 4). Moreover, she resorted to L1 once to correct her pupils' answers (situation 6) and twice to maintain discipline (situation 7).

Finally, teacher 2 (T2) made use of L1 three times to create fun in the classroom (situation 8).

The teacher in class 2 relies too much on verbal explanation and does not hesitate to resort to L1 during the lesson. On the same line, the learners did not produce any effort to understand in the target language and were all the time using L1 which suggests that they become dependent on the mother tongue. It goes without saying that for this teacher, L1 seems to be a facilitative tool that enables learners to cross the bridge of comprehension safely. It needs to be stressed that the teacher was at ease in the use of the mother tongue during the whole hour of the session.

As a matter of fact, the participants in class 2 seem to trust their L2 understanding when resorting to L1. In other words, teacher 2 appears to be the kind of teachers who use Arabic to clarify every single grammatical detail and any new or difficult word. Indeed, the results presented strongly suggest that teacher 2 is not trained to use other strategies to help her learners understand without switching to their mother tongue. Such strategies as using visual aids, miming and putting new words in context. On the flip side, the foreign language learners in this class seem to be used to learn the target language in L1- interfering environment. The use of the mother tongue by both the teacher and learners themselves does not seem to cause resentment or indignation. In all, for class 2, the main use of L1 was to creating fun and checking comprehension.

To conclude, the classroom observation of teacher 2 shows clearly that there is a tendency to feel a greater need for Arabic support. Yet, it is also indicative of the learners' dependency on their mother tongue.

Class 3

The third class observed and audio recorded is the first year scientific stream from Rabah Bittat high school in Algiers. This class is also a large one and a bit noisy. It consists of 48 pupils. The observation was undertaken on 10 March 2016 from 11 to 12.

Situation 1: Greetings

At the pre-stage, the teacher entered the classroom and greeted her pupils in English. The pupils replied in English too. The class was quite noisy but the teacher did not seem to be disturbed by the noise.

a-Interaction pupil-pupil

Student 1 to student 2: (reading from right to left) “ *l’Anglais تع Cahier عندك؟* ”

Student 2 nodded.

Like class 1 and 2, the pupils in class 3 interacted in the mother tongue.

At the while-stage, and at the beginning of the lesson, the learners were using English with their language teacher. The use of the mother tongue seemed to be forbidden. One of the students asked the teacher:

Student 1: *Miss, we have homework. Miss I write the sentences on the board?*

Teacher: *No*

Situation 2: Giving instruction

The teacher did not want the sentences given in the homework to be written on the board. She asked the pupils to open their copybook and start the correction. She preferred the correction to be done orally. This teacher seems to ignore the importance of using the white board as a teaching tool. The instruction was given in English. It is to mention that the homework was on reported speech and its correction was undertaken in the target language. The teacher avoided the use of the mother tongue.

Situation 3: Checking comprehension

In order to check the learners’ comprehension, the teacher asked for the synonym of some words in the given sentences. She first asked them the synonym of ‘begin’ and almost all the learners replied correctly ‘Start’. In another situation, she asked: ‘*What is ‘care’?*’ and the learners answered:” *Miss ‘عناية’*”. Teacher: “Yes, care means *عناية*

It should be mentioned that once the teacher was sure that they had understood the meaning of ‘care’, she asked them about its adjective which they could easily answer: Pupils: ‘*careful*’ and ‘*careless*’. In the same situation, the teacher asked the learners about the synonym of ‘harmful’ and they satisfactorily answered: ‘Painful’. It is necessary to emphasize that all this section was mostly undertaken in the target language. However, this teacher then told her pupils the following:

Teacher: “*Now, I give you a noun and you form the adjective then translate this adjective into Arabic*”. The aim was to check the pupils’ comprehension:

a-Teacher: *Sleep (N)*

Learners: *Sleepless (adj)* and means *ما يرقدش*

Teacher: *Correct. Sleepless means ما يرقدش*

b-Teacher : *Heart (N)*

Learners : *Heartless (adj)* *يعني قاسي*

Teacher: *Yes, heartless means قلبو حجر*

Situation 4: Clarifying grammar points

The teacher used English to explain the lesson of grammar which was on the reported speech. During the whole lesson, the teacher did not use the mother tongue. She maximized the use of the target language and the pupils seemed to understand well their teacher’s explanation and clarification which suggests that they are used to a very limited use of the mother tongue when dealing with grammar.

Situation 5: Explaining vocabulary

During the process of explaining the lesson, the teacher used the word ‘skills’ in a sentence. One of the learners could not understand it and asked his teacher about its connotation. The teacher resorted to both Arabic and French to explain the word but in vain.

Teacher (from left to right): هادوك نقوللهم *les mouvements* كي يدِير *un sportif*, كيفاش نقولك *skills*.

It was shocking for me to see that the explanation of the teacher was too ambiguous and seemed ignoring the real meaning of ‘skills’. The pupils did not seem to have grasped the meaning of the word. It might be more effective if she simply translated ‘skill’ into the learners’ mother tongue ‘مهارات’. This would have saved time and ensured the learners’ understanding.

Situation 6: Correcting pupils’ answers

In correcting the pupils’ answers, this language teacher used only English. In one situation, she asked the pupils to report this sentence: “*I didn’t know the truth*”. One pupil said: “*He said that he hadn’t know the truth*”. The teacher then corrected the mistake using very simple English:

Teacher: “*He ‘hadn’t known’ and not he ‘hadn’t know’*. *The past simple in direct speech becomes past perfect in reported speech. And the past perfect is formed by using “had” plus ‘the past participle’*”.

Situation 7: Praising the learners

The teacher praised the learners in the target language by saying: “*Good*”, “*Very good*”, or “*Yes*”. The use of the mother tongue was completely excluded.

Situation 8: Maintaining discipline

This teacher does not resort to Arabic for discipline reason. To maintain discipline she says: ‘*stop talking*’, ‘*what’s going on with you?*’, and sometimes she just shouts ‘*Hey....*’.

In the post –stage, all discussions between the teacher and her pupils were undertaken in English. The teacher was advising the learners to revise the reported speech at home. The observation and recording of teacher 3 are summarized in the given table below:

Situations where L1 is used	Number of time
1- Checking comprehension	3
2- Explaining vocabulary	1
Total	4

Table 5.3.c Situations for L1 use for T3

As shown in table 5.3.c, the third observed teacher (T3) resorted four times to L1 in 60 minutes to check their understanding and explain vocabulary. The whole lesson was presented in English. L1 was not used to maintain discipline and explain grammar points.

At the post-stage, this teacher avoided the use of the mother tongue in many different situations which were mostly undertaken in L1 with the other teachers in classes 1 and 2.

Needless to say that teacher 3 is skeptic towards the mother tongue use. She seems to avoid L1 at all costs probably because she believes that the mother tongue is not a tool to be used in every learning situation. This teacher appears to be convinced that L1 is used to explain new words and checks learners' comprehension. Apart from these two situations, the use of learners' mother tongue becomes inappropriate.

Respectively, the classroom observation of this class reveals that the very limited use of L1 challenges language learners to work hard. They get used to understand grammar in L2 (as opposed to class1 and 2 who strongly needed L1 intervention) and did not need the assistance of their mother tongue except for understanding the word 'skills' which shows clearly and proves that if the foreign language teacher uses the target language judiciously and keeps it to the minimum, then L2 learning is accelerated as the learners are given opportunities to be exposed to much English and therefore they become independent learners.

5.3.1 Summary of Teachers' observation

The different situations of L1 use for the three teachers are illustrated in the figure below:

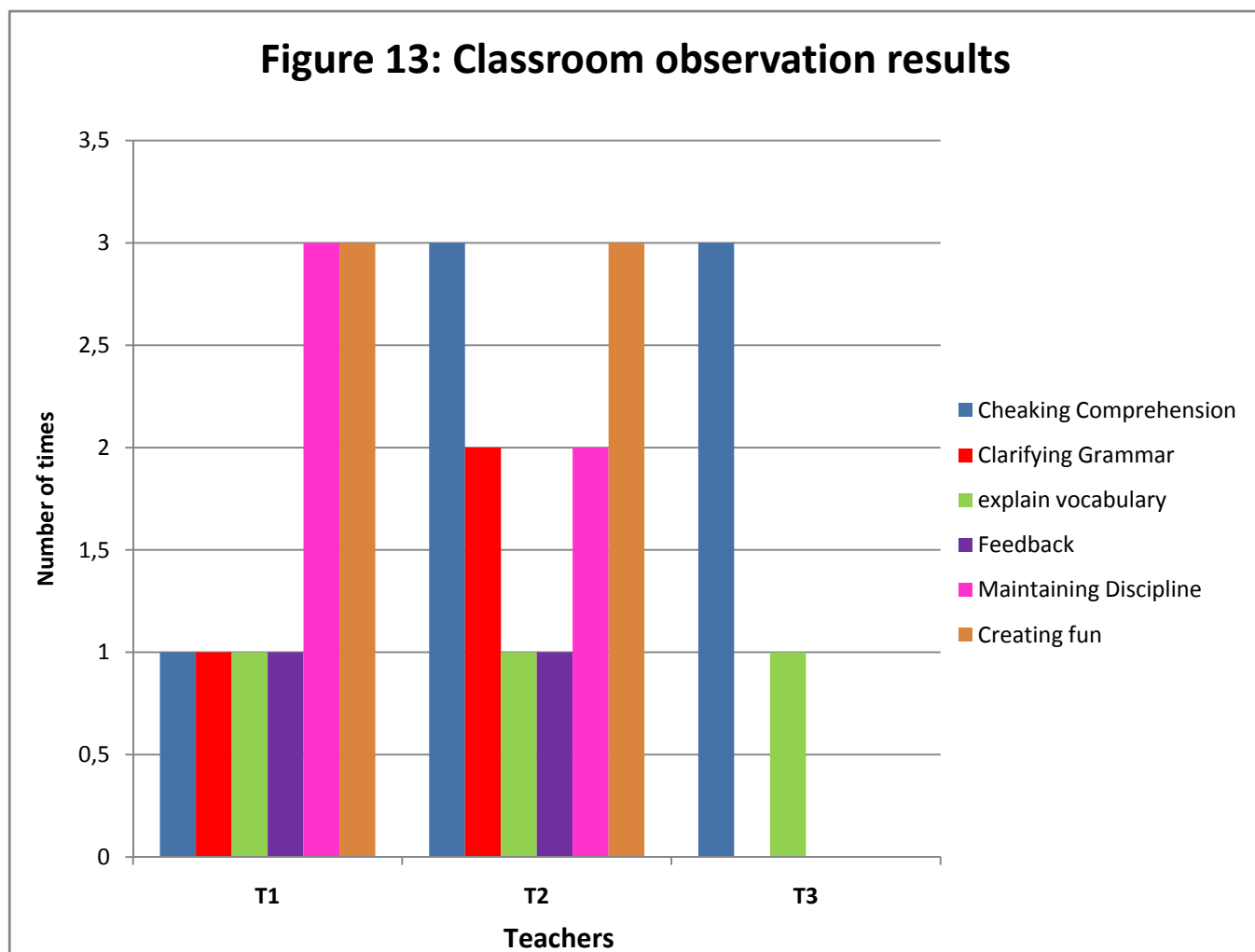


Figure 13 shows that the mother tongue is used in handful situations by the three teachers who took part in this research study. However, a clear difference in the frequency of use is displayed. Teacher 3 seems to employ L1 less than teacher 1 and teacher 2. Her use is limited to checking comprehension and explaining difficult words. On the flip side, teacher 1 and teacher 2 used the mother tongue once to bring the understanding of vocabulary along with correcting learners' answers. They also use it to maintain discipline and bring some fun to the classroom.

Indeed, the observation and audio-recording of the three teachers reveal the following:

1-The teacher in class 1 did not translate instructions, and greeted her pupils exclusively in the target language. However, the teacher commented too much in L1 especially to solve discipline problems and create fun. She also used the mother tongue to explain keywords of the lesson, correct her learners' answers and clarify grammatical points. Consequently, the pupils produced no effort to understand and immediately asked their teacher about L1 equivalents of some L2 words which she did without hesitation. She never used L2 to control the class.

2- The observation of class 2 displays that the language teacher used L1 more than the other two. She resorted to L1 three times to verify their understanding and also three times to create fun. However, her learners did not seem to really grasp the difference between tenses mainly because:

a-The teacher explained grammar rules (the tenses) verbally without explicit examples probably because the learners were supposed to have already dealt with the different tenses in their first and second year. However, this teacher should have used the white board and give examples while explaining the difference between the present perfect and the present simple, the present continuous and the past continuous, and the past simple and the past perfect. Indeed, the learners were quite confused.

b-She did not use activities to consolidate and check their understanding.

c- Most learners were unable to follow the teacher as too many tenses were explained at the same time and orally. This teacher seems to ignore that learners have different styles of learning and that some of them are visual learners. They do not learn by listening but rather by seeing and taking notes. Again, this teacher does not show any reluctance in

using extensively L1 which is to some extent disfavored in TEFL methodology literature. (Atkinson, 1987; Harbord, 1992; Schweers, 1999)

3- The observation of teacher 3 reveals that she is more aware of the threat of overusing the mother tongue in EFL classroom. L1 was used three times to check the learners' comprehension and only once to explain vocabulary. The findings demonstrate that the three teachers use L1 to check the learners' comprehension which suggests that they consider it a good strategy to enhance the learning of a foreign language and solve discipline problems.

4-The observation reveals that the pattern “**What is +L2 word**” is used by the three teachers to check the learners' comprehension.

To conclude, it needs to be stressed that the findings from classroom observation and audio-recording corroborate with the learners' questionnaire results which stipulate that the language teachers generally teach in the target language and that the use of L1 is limited to specific situations such as translating difficult vocabulary, checking comprehension and creating fun.

With regard to the use of L1 in grammar, the classroom observation' findings reveal some contradictions with the learners' questionnaire findings. In the questionnaire (RQ1, statement 9:*I ask the teacher to explain grammar in Arabic*) the majority of the participants in the three classes affirm that they do not want their teacher to resort to L1 when explaining grammar lessons. However, in the classroom observation and audio-recording, it was noticed that teachers 1 and 2 used L1 to explain every point of grammar that was not understood. It was also noticed that the participants reacted positively and

welcomed the interference of their mother tongue in the grammar lesson. This may be explained by the fact that the foreign language learners taking part in this study are aware of the threat of using L1 in explaining grammar on the basis that the two language systems are completely different which may cause them to badly use grammar and consequently lead to deficiency in language acquisition. On the other hand, because their teachers do not hesitate to use L1, this generates a kind of laziness and dependency on the teacher which makes them resorting to their mother tongue for the slightest of things.

It goes without saying that collecting and analyzing data do not depend solely on the participants responses to a questionnaire but also what is documented through classroom observation and audio-recording. Obviously, the use of the mother tongue has to a great extent, a facilitating role in the language classroom, without which the learning of English may be unsuccessful.(Harbord, 1992; Atkinson, 1993)

It is worth stressing that Atkinson (1987) who is considered a staunch advocate of bilingualism recommended different uses for L1 in the EFL classroom. I deem it interesting to compare Atkinson's suggested uses for L1 with the classroom observation findings of the present study.

The suggested uses of L1 in foreign language classroom are adapted and summarized by Schweers (1999:7) as follows:

Suggested Uses For L1 in the EFL Classroom

- 1-Eliciting language** “How do you say ‘X’ in English?”
- 2-Checking comprehension** “How do you say ‘I’ve been waiting for ten minutes’ in Spanish? (Also used for comprehension of a reading or listening text)
- 3-Giving complex instructions to basic levels**
- 4-Co-operating in groups** Learners compare and correct answers to exercises or tasks in the L1. Students at times can explain new points better than the teacher.
- 5-Explaining classroom methodology at basic levels**
- 6- Using translation to highlight a recently taught language item.**
- 7- Checking for sense** If students write or say something in the L2 that does not make sense, have them try to translate it into the L1 to realize their errors.
- 8- Testing translation items can be useful in testing mastery of forms and meanings.**
- 9- Developing circumlocution strategies** when students do not know how to say something in the L1, which may be easier to translate.

Adapted from Schweers, W. (1999:7)

The above table indicates that some of the different uses of L1 in EFL context as suggested by Atkinson (1987) and reported by Schweers (1999) are found almost similar in the present study. Teachers and learners were found to use the mother tongue in :

a-Checking comprehension

b-Co-operating in groups

c-Using translation to highlight a recently taught language item

The findings show clearly that L1 serves the same functions in foreign language classroom. The most common and unquestionable ones are translating difficult words and checking comprehension. Once again this shows that “mother tongue is the greatest asset people bring to the domain of foreign language learning and provides a language acquisition support system” (Hassanzadeh, N. & Hoseini, F. (2011: 40)

5.4. Teachers’ opinion on using the first language in EFL lessons

To answer RQ4: **What do the language teachers think about using the mother tongue in EFL lessons?** A semi-structured interview is used. It was undertaken in March, 2016 just following the three classroom observation.

Question One

The three teachers were required to state how many years they had worked as English language teachers by choosing one of the following alternatives:

a-5 years or less b-6-12 years c-13-19 years d-20 years or more

The three teachers’ responses reveal that they have been teaching English for more than six years. The youngest teacher has an experience in English teaching ranging from 6 to 12 years. The second one has an experience in teaching ranging from 13 to 19 while the third teacher has worked as an English teacher for more than 20 years. She is also the coordinator. In secondary school, the teacher coordinator has many tasks among which the organization of regular meetings with the teaching staff so as to discuss the preparation and execution of the curriculum. H/she also informs the other teachers

(colleagues) about the newly content or program and coordinate with them its implementation. As a matter of fact, the three teachers are supposed to have a good experience in the field of education which allows them to have a clear idea of the situations where the use of the learners' mother tongue becomes necessary and inevitable in their learning process.

Question2

The second question asked to the three teachers is:

Some language educators think that the mother tongue should be excluded from EFL classes. What is your opinion?

The three teachers who were subject to this interview commented as follows:

Teacher 1: *No, I don't agree because in many cases the use of Arabic is inevitable with some weak learners.*

Teacher 2: *No, I don't agree because sometimes we need the mother tongue to help them get the correct meaning of a given word.*

Teacher 3: *No, I don't agree because from my experience in teaching English as a foreign language, I have noticed that pupils need the use of Arabic (or French) from time to time. In classes where Arabic is not allowed, pupils dare not participate and are more stressed.*

As shown in the above comments, the three interviewed language teachers agree on the non-exclusion of the learners' mother tongue from EFL classes probably because they consider Arabic important for the benefit of the class and an unavoidable assistant

especially for the low proficient learners. It needs to be stressed that this assertion corroborates with the findings of the learners' questionnaire in which the participants in the three classes confirm the positive role the mother tongue plays in their learning and their total refusal for the banishment of L1 from EFL classrooms. In sum, the responses of the teachers reveal that they are in favor of the inclusion of learners' mother tongue rather than the prohibition of its use. These views are confirmed by Willis and Willis (2007) who stands firmly for the necessity of incorporating L1 in EFL classroom.

Question 3

The third question given to the teachers is the following:

Do you use Arabic in your classes? If so, for what reason?

- a- Explaining new words**
- b- Explaining grammar**
- c- Checking comprehension**
- d- Giving instructions**
- e- Dealing with discipline problems**
- d- Others**

Teacher 1: *Yes, I do for vocabulary and grammar purposes (very few times)*

Teacher 2: *When teaching vocabulary. If a word is so difficult, I mean even with definitions pupils don't find the answer, so, I give it in Arabic to help them follow.*

Teacher 3: *Yes, Arabic is used in my classes but I allow a very limited use of it. When pupils encounter a difficult word especially in reading comprehension, when I want to check their comprehension and also for classroom management.*

For teacher 1, L1 is mainly used for clarifying new words' meaning and explaining difficult and complicated points of grammar that may cause 'trouble' to the foreign language learners. This teacher seems to agree with Cook (2001) who states that L1 should be used in grammar but disagree with Harbord (1992) who is utterly against explaining grammar in L1. It needs to be stressed that this teacher's responses confirm the classroom observation's findings in which two teachers were found to resort to L1 in order to explain grammar lessons aiming at facilitating their learners' comprehension. Teacher 2 uses L1 for the explanation of difficult vocabulary that learners cannot grasp even after defining it in a very simple way, and teacher 3 agrees with teachers 1 and 2 on resorting to mother tongue to translate words that are difficult to infer but adds that L1 is used for class management probably because it is sometimes difficult to maintain discipline in the target language.

Indeed, the three teachers seem to know well when to use L1 in their classroom. They resort to L1 for specific and handful situations but the most agreed one is the explanation of new and difficult vocabulary. They claim that most of the time, they endeavor to explain in the target language, using simple English. However, if the learners still have problems of comprehension, then the teacher switches to L1. Therefore, L1 is deemed necessary when teachers feel the need to resort to it in order to help their learners understand the target language and learn it much better.

It is worth noting that the teachers' views on reducing the first language usage in their classroom for very limited situations go in line with the finding of Atkinson (1993) who stipulates that L1 should be used only when there is something complicated for EFL learners.

Question 4

“Do you allow your pupils to use Arabic? Justify

The three teachers commented as follows:

Teacher 1: *In some cases ‘yes’ when we explain and one of the pupils gives the answer in Arabic, I ask him/her to repeat the word (or the answer)for the rest, but not all the lesson (certainly).*

Teacher 2: *Sometimes, to help them understand what they are dealing with.*

Teacher 3: *No, I don’t. During the lesson it is forbidden to use it except if the pupils really need the first language to grasp and understand better. However, it is allowed between peers, to chat or when doing an activity.*

The two teachers (1 and 2) seem to agree that the first language has a ‘place’ in their class whenever a need to enlighten difficulties of comprehension arises. Teacher 1 admits that when a learner gives the L1 equivalent of an L2 word, she immediately asks him/her to repeat it for the whole class without being asked to do it. This may be an indicative of the willingness of this teacher to use L1 which appears to be inevitable in her classroom. It seems that the use of the mother tongue occurs automatically. However, teacher 3 forbids her pupils to use it except when they talk with their classmates or do the class activities. This may be due to the fact that T3 is the most experienced one which may explain her awareness of the danger of overusing the mother tongue. For this teacher, L1 is used as the last option when learners show their inability to understand. Indeed, what is noticeable here is that the three teachers are not against the use of L1 although there is a variation in the degree to which learners are allowed to use their mother tongue.

The three interviewed teachers seem to be willing to allow their pupils to use their first language but they insist that only a reduced or a limited use of it is permitted. In other words, language learners are allowed to switch to their mother tongue in specific situations. The three language teachers agree that a constant use of L1 is unadvisable and unfavorable.

To conclude, there seems to be a common belief among teachers (especially 1 & 2) that the mother tongue use helps foreign language learners get more involved and better engaged in learning the target language. It assists them and helps them deepen their understanding. Indeed, the interviewees appear to value L1 and believe that it is a key factor in determining and verifying their learners' comprehension. For teacher 3, in addition to being a key factor in solving incomprehension, L1 is allowed to be used in order to fulfill a social and affective function such as chatting and working in groups. It is an important teaching resource.

Question5

The fifth question is the following:

“Does the amount of Arabic used in the classroom depend on the pupils’ language proficiency?”

Teacher 1: *Yes. It's the level of pupils which determines the amount of Arabic. For instance in some classes there is no need at all for the use of Arabic.*

Teacher 2: *No, I don't think so. Sometimes, we have excellent pupils who use their mother tongue but still they are really good in English.*

Teacher 3: *Yes, I think so. With the low proficient level, we tend to facilitate the input, speak slowly, use gestures and paraphrase. Arabic is then used when all these strategies fail to bring clarification.*

Teacher 1 considers that the use of the first language is affected by the language proficiency of the learners. In other words, learners with low language proficiency are the most in need of L1. Teacher 3 admits that she tries to compensate for the non-use of L1 by simplifying the target language and even using the body language and paraphrasing, but when all these do not work then the use of the pupils' mother tongue becomes inevitable. However, teacher 2 asserts that even 'excellent' pupils may be in need of the inclusion of Arabic for a better understanding. Indeed, the three teachers agree on the use of L1 because it facilitates the learning and makes it easier. The use of the mother tongue is welcomed by the three interviewees who point out that they do not insist on the use of L2 when the language proficiency of learners is low. They seem to be convinced that L1 is used in order to ensure comprehension. Besides, they all agree on the idea that their learners may need L1 but this need differs according to their levels. It goes without saying that teachers are the only ones responsible for the amount of the L1 use. Hence, L1 seems a common practice among language teachers as the three seem to have the firm conviction that it is a necessity in EFL classroom and that learners with a low language proficiency along with those with a high level are in need of the mother tongue use which suggests that it is present in the foreign language classroom and teachers are quite aware of the necessity of adjusting it to their learners' level and need.

The results presented strongly suggest that the use of the mother tongue is welcomed by the three teachers who point out that they do not insist on the use of L2 when the

language proficiency of learners is low. They share the view that their learners may need L1 but this need differs according to their levels. It goes without saying that foreign language teachers are the only ones responsible for the amount of the first language use.

Question 6

The sixth question is the following:

“Do you think that using Arabic is a sign of less creative teaching?”.

Teacher 1: *No, not at all, as teachers don't always use it but for very weak pupils who can't grasp everything (all the time) unless Arabic is used.*

Teacher 2: *No, we can have more creative teaching even if we sometimes use Arabic.*

Teacher 3: *Not at all. We do our best to teach English through English but learners do generally need Arabic in the classroom especially to distress the atmosphere and create a friendly one. I think that using the mother tongue when needed is rather a sign of creativity as I consider it a good strategy for second language learners.*

The answers of the three language teachers show clearly that the use of the learners' first language to teach English is not a sign of less creative teaching but rather a good and efficient learning strategy to turn to so as to remove any obstacle which can hamper the learning process and by the same token create a comfortable atmosphere inside the classroom. Therefore, the pupils become more motivated. Indeed, L1 may be helpful in some situations and thus is necessary in EFL classroom. It is a useful learning strategy particularly for low proficient pupils to boost their level of proficiency and solve all the problems relating to their language learning.

There is a general agreement among language teachers that the MT is rather a sign of creative teaching. No doubt, learners have already a solid foundation in their L1. In other words, they are already equipped with their mother tongue linguistic system and needless to say that their L1 is a cognitive tool that cannot be ignored. This may explain the truth that the three teachers do recognize the value of L1 use in EFL classroom and admit that it is used to boost their learners' learning by providing aid when a significant need is shown. These three teachers agree that the use of Arabic is not at all a sign of less creative teaching as long as it is used as a pedagogical device to fulfill an important function which is 'clarification'.

Question 7

“What percentage of your time on average would you speak Arabic in EFL classroom?” is the seventh question directed to the observed teachers.

Teacher 1: *May be 1% in some classes, 9 to 10% in other classes. Never more.*

Teacher 2: *Approximately 10%.*

Teacher 3: *10% . To re-explain what pupils cannot grasp and also to translate very difficult or abstract words.*

As shown in the comments above, teacher 1 reveals that she almost never uses Arabic in the language classroom but admits that in some classes the first language is used from 9 to 10%. Teacher 2 and teacher 3 advocate that their use of L1 does not exceed 10% of the time devoted in class.

To summarize, the three teachers stipulate that their use of L1 never exceeds 10% of the

time devoted to a session. This shows clearly that they are quite aware that Arabic should not be used extensively. They seem to be convinced that exposing their learners to much English allows positive learning to occur. The reason very often put forward for this is that 60 minutes of the session is the only opportunity for learners to experience the target language and therefore more than 10% of Arabic is detrimental.

Needless to say that there is no rule that indicates to educators how much L1 ought to be used in the classroom but it is obvious that it needs careful consideration by the language teacher.

In a nutshell, the mother tongue use turns around the issue of making difficult linguistic points simple by translating them into learners' mother tongue avoiding in this way incomprehension and boosting correct interpretation. As a matter of fact, an interesting finding is revealed. The three interviewed teachers believe that the native language use should vary between 1% and 10% which suggests that L1 is minimized in their EFL classroom. The three avoid switching to L1 unless it is adjusted to their learners' needs.

Question 8

Do you see any disadvantage or negative effect in using Arabic in the EFL classroom?

Teacher 1: *No, if used only when necessary.*

Teacher 2: *If we always use Arabic, it can be an obstacle for the pupils because we don't encourage them to learn English and become less motivated because it's no longer an English lesson but an Arabic one instead.*

Teacher 3: *If Arabic is used extensively, it will slow down the learning process. It may become a bad habit which is not recommended.*

As seen in their responses, teacher 1 states that there is no negative effect in using L1 providing that it is utilized only when ‘necessary’. Teacher 2 claims that the abundant use of the learners’ mother tongue decreases learners’ motivation and prevents them from progressing in the target language, and teacher 3 attests that the excessive use of L1 is unadvisable as it may slow down the process of learning and become a ‘bad habit’ which suggests that learners may be addicted to it.

A thorough analysis of the teachers’ responses to question 8 reveal that the three teachers agree on the fact that if the mother tongue is used incorrectly, then the consequences will be detrimental with negative repercussion on the learners’ learning process. In other words, the real threat of Arabic is when it becomes the dominant language of instruction inside the foreign language classroom. This may lead learners to believe that their mother tongue is the lonely way that allows them to understand L2 input. It goes without saying that an abundant use of Arabic will significantly minimize their chances to use English and by the same token prevent them from improving their language skills. As a matter of fact, the three interviewees seem to be convinced that a limitless use of Arabic will inevitably diminish learners’ language proficiency who may become excessively dependant on their L1.

To conclude, the mother tongue is believed to be a pedagogical resource if exploited judiciously. The three teachers call for a balance in which L1 is used to fulfill pre-determined functions emphasizing the necessity of being aware not to overusing it.

Question 9

Does the use of Arabic enhance your pupils' motivation towards learning the language?

Teacher 1: *Yes, it does.*

Teacher 2: *I think because once they understand what they are doing they do it in a good way and we feel that they are really motivated.*

Teacher 3: *Yes, most of the time. When we explain something difficult in Arabic, they feel that they are progressing and thus become more motivated to learn more.*

Teacher 1 believes that the use of L1 motivates positively the pupils to learn the target language and teacher 2 and 3 agree that motivation arises when the mother tongue is used in the language classroom. Indeed, the three teachers appear to agree that their learners are 'intrinsically' motivated when the mother tongue is used to satisfy their language needs and consequently they become positively engaged in the learning process. The three teachers believe that L1 provides motivation which is considered a key component for success. They agree with Atkinson (1987) who considers L1 a valuable resource.

It goes without saying that 'intrinsic' motivation (which refers to what the learner wants, desires and enjoys achieving) is more important than 'extrinsic' motivation. This later is more related to achieving a specific goal. Hence, the use of Arabic enhances both intrinsic and extrinsic motivation. Respectively, teachers' opinion may be based on the premise that if learners work in a free and motivating environment, then their learning outcomes will be much better. This kind of environment is provided by learners' mother

tongue use. Consequently, language teachers seem to consider L1 an instructional tool to fulfill educational objectives. This suggests that L1 is not deployed in their classroom and that they do fall back on the learners' mother tongue whenever there is a need to it.

However, they share the opinion that over relying on L1 is a hindrance and does not foster learning. It rather impairs it. As a matter of fact, the three interviewees agree that a judicious use of learners' mother tongue helps their learners get more involved in learning the foreign language. They do not deny the fact that the pupils' first language has a positive and 'constructive' role in learning a foreign language.

Question 10

“Do you feel guilty, embarrassed or comfortable when you use Arabic?”

Teacher 1: *I do not feel guilty. The use of the Arabic is due to the level of pupils who may well understand better when using it.*

Teacher 2: *I feel comfortable because sometimes it is necessary. For example we give pupils an activity and they don't know the meaning of the words so they don't try to answer. They are just waiting for the correction. So, to avoid this, we use Arabic or French.*

Teacher 3: *Why should I feel guilty or embarrassed? In my opinion, the use of Arabic is 'necessary' and so 'inevitable'. It distresses, saves time, and creates a comfortable atmosphere, but a very limited use of it is allowed in my classroom.*

Teacher1 does not feel guilty because she considers the use of L1 unavoidable to guarantee a better understanding. Teacher 2 seems to agree with teacher 1 and adds that the solely use of L 2 input may be hard to be understood by some learners due to their

low level of proficiency and thus makes them unwilling to take part in activities along with their peers. The learners' mother tongue becomes a necessity and the language teacher feels comfortable when using it. Teacher 3 confidently states that she does not feel guilty or embarrassed. She considers L1 necessary and inevitable. L1 is seen as a tool to distress learners and create a safe environment. It provides an opportunity for ensuring the comprehension of all the details of what is being transmitted in teaching.

Based on their comments, the three teachers generally feel comfortable when using L1. They believe that the use of the mother tongue is an inevitable device used in language teaching. This suggests that L1 is a mediating tool and has a role to play in English classes as it opens doors for more comprehension and thus improves the pupils' learning. Moreover, the first language is seen as a good assistant and an effective technique to create a good and warmth atmosphere inside the language classroom. Besides, it reinforces the relationship between the learner and his/her teacher and blurs the 'wall' that is generally built between them. Indeed, these three teachers seem to agree with Brown who claims that "the disregard of the students 'mother tongue can in fact demotivate the students and be counterproductive" and that "there is neither a scientific nor a pedagogical reason to exclude L1 from the teaching process" (2000:14). Moreover, their opinion is also in general agreement with Harmer who stipulates that "students (and their teachers) can use L1 to keep the social atmosphere of the class in good repair. There is a case for saying that rapport is enhanced when teachers can exchange jokes with students or talk to them about aspects of their lives" ('2001: 154).

The interviewed teachers support the view that it is of great importance to maximize the L2 input in the language classroom. They list limited situations where using the mother

tongue is perceived as appropriate to ensure the understanding which is vital for learning. They also agree on the suitable amount of L1 use which can be motivating for the learners. They finally stress that the bad habit of explaining everything in L1 should be avoided at all costs.

5.4.1 Summary of the teachers' interview

The main objective of the interview is to elicit information about language teachers' beliefs and use of the mother tongue in their classroom and at the same time to gain knowledge about their beliefs and perception regarding the dilemma of L1 use in L2 setting. It aims also at exploring the extent to which the three teachers may be influenced by the monolingual approach that has prevailed for decades.

In the light of this, ten questions were asked in the semi-structured interview, all of which are designed to obtain information about language teachers' opinion on the use of the learners' mother tongue in the teaching of English as a foreign language and by the same token find out the different situations in which the use of L1 is allowed in L2 setting along with the amount of time allocated to the use of it.

Regarding the first question on the number of years they have been teaching English as a foreign language, the three teachers' experience ranges from six to 20 years

Concerning the second question on whether they think that the mother tongue should be excluded from EFL classes, the interviewees agree for the non-exclusion of the mother tongue from the language classroom but stress the fact that an excessive use of L1 can be a real threat that badly harms foreign language learning. They seem to agree with Harmer who states that:

some kind of a ban on the use of a person's L1 seems unfortunate for a number of reasons. In the first place, it seems highly probable that our identity is shaped to some extent by the language or languages we learn as children. This is the case when children are brought up monolingually, or more commonly bilingually, where they often have a home language and a public language' (2001: 132)

In response to the third question concerning the different situations where the mother tongue is used in the language classroom, the three interviewees state that L1 should be used in very limited situations. The three agree that L1 is used as a last option when they fail to convey the meaning of a difficult or ambiguous word to their learners. Indeed, they advocate that the use of L1 becomes a necessity when the foreign language learners are poor in language proficiency. Among the different situations suggested, teachers put forward the explanation of vocabulary. Like their learners in the three levels (1A.S, 2A.S, 3A.S), the three teachers disfavor the use of L1 in giving instructions.

With regard to question 4 concerning whether teachers allow learners to use Arabic in the classroom, the interviewees are in general agreement that they allow it but in a very 'limited' way. They do not want their learners to become L1 dependent and over rely on it. They all point out that they permit their learners to use L1 if it helps them get the point taught.

In reaction to question No 5 designed to elicit information on whether the three teachers think that the learners' level of proficiency affects the amount of Arabic used in the classroom, the three teachers agree that most of the time learners with poor English proficiency affect the amount of L1 used in the classroom though one of the three also

agrees that learners' mother tongue is needed even with 'good' learners. This teacher points out that the use of L1 is not necessarily linked to the learners' level of proficiency and that she resorts to it whenever she feels the need to use it for the sake of better comprehension and more clarification. Indeed, the interviewees agree that L1 is needed in specific situations because it helps learners become responsive and active whereas using only English may make them passive.

In response to the sixth question on whether they think that the use of the mother tongue can be a sign of less creative teaching, the three teachers are found to believe that it is not, especially when language teachers use the mother tongue purposefully and judiciously.

In reaction to the seventh question dealing with the percentage of time on average teachers use L1 in EFL classroom, the three teachers share the view that they use English 90% of the time because they consider much exposure to it important for the learners' learning process. However, only 10% of time is devoted to the use of the first language to facilitate L2 learning if used properly. All teachers seem to admit that L1 can be a strong 'ally' and not an 'enemy' in EFL classroom provided that language teachers know exactly when to use it and are quite aware of the amount of time which should be devoted to it in the language classroom.

Responding to question eight on whether teachers see any disadvantages or negative effects in using Arabic in the EFL classroom, the three teachers seem to agree that L1 can be a demotivating tool when it is overused as it can come at the expense of learning how to communicate effectively in real life situations and therefore, reduces learners' vocabulary repertoire and hamper their whole learning process. However, the interviewed

teachers insist that a limited use of the mother tongue in English language classroom has no disadvantage but can rather accelerate the learning process. L1 has a role to play but its use should be minimized so as to prevent learners from becoming too reliant on it.

In reaction to question nine on whether the teachers think that the use of Arabic enhances their learners' motivation towards learning the language, the three teachers confirm that the use of the learners' mother tongue can be a powerful motivator provided that it is used in a judicious manner. It goes without saying that "without motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricular nor good teaching enough to ensure students' achievement" Dornyei & Csizer (1998:203). This is why; the three teachers insist that a meaningful use of L1 should go in harmony with the learners' need.

Concerning the last question on whether the use of Arabic makes teachers feel guilty, embarrassed or comfortable, the three language teachers agree unanimously that the use of L1 makes them feel comfortable and not blamable as long as it is used judiciously. It is worth noting that the findings of this study concerning statement 10 contradict the Alrabah and WU study undertaken with EFL Kuwaiti teachers. It was found that 82.76% of teachers attest that resorting to much L1 makes them feel guilty about the potential loss of L2 exposure. On the flip side, teachers in the present study agree with Gabrielatos (2001) who insists that L1 should not be treated as a sin. It goes without saying that L1 is an important teaching strategy that paves the way for a comfortable classroom environment where learning can occur in a much easier way.

Conclusion

The learners' questionnaires, classroom observation, and interview data reveal that the three language teachers along with their learners agree that a judicious use of L1 can assist learners all along their learning process and blame its overuse. Besides, it promotes teachers and learners communication as a whole.

This case study supports the overall belief in recent literature that the mother tongue use is necessary in EFL classroom but should be reduced to specific situations. The salient reasons for using L1 are summarized as follows:

- a- clarifying difficult items
- b- creating fun
- c-expressing language needs
- d-distressing the atmosphere

It seems that the threshold to use the learners' mother tongue is low. Teachers are quite aware about the danger of overusing L1 and consequently strive to expose their learners to as much English as possible. They are in general agreement with Willis who says: "Don't ban mother tongue use but encourage attempts to use the target language" (1996: 130). L1 becomes a positive device when the teacher knows how to adjust it to his/ her learners' language needs. Copland and Neokleous insist on the fact that "classroom language choice is complex, predicted on both cognitive understanding of language learning and the affective realities of the language learning context" (2011:271).

It is to worth mentioning that making decisions about L1 use in EFL context is not an

easy issue. It seems to be complex and contradictory. Language teachers seem to have mainly cognitive and affective motives for using their learners' mother tongue as a pedagogical tool in their classroom. Needless to say that 'teaching a learner without his native language not only disregards his or her identity and culture but also turns him or her into new born baby with an adult mind' (Yavuz, 2012:4343). The use of L1 helps learners get more involved in the learning process and this suggests that the mother tongue is constantly present in language teaching. Hence, the need for this presence cannot be denied.

CHAPTER 6 :
THE MAIN FINDINGS
AND PEDAGOGICAL
IMPLICATIONS

Introduction

This chapter aims at presenting the main findings of the present research gathered from the learners 'questionnaires, teachers' interview and classroom' observation. All of which are carried out in order to answer the four RQs presented earlier. The most important findings already discussed in depth in the previous chapter will be highlighted and summed up. Furthermore, limitations and suggestions for further research will be included and significant implications will be outlined at the end of this chapter.

1-The main findings

As far as the findings are concerned, these are summarized as follows:

a- L1 use from the learners' perspective

The responses to **RQ1** reveal that most learners prefer to have their lessons conducted in English. The mother tongue is found to be used in handful situations:

It is used as a cognitive strategy to check the meaning of the most difficult words. It is also used to discuss cultural issues and thereby increase the feeling of being more connected to one's culture. Moreover, the findings show that learners want their teachers to say words in L1 when English is hard to be understood. Sometimes, a simple translation from a classmate or the teacher can help in overcoming the obstacle. The mother tongue was also used as a social strategy to interact with each other and when working in group to accomplish a given task. However, these learners stipulate that they

scarcely or never want their teacher to use L1 to explain grammar or formulate exam instructions, and they avoid using their mother tongue to greet the teacher. They seem to have a firm conviction that using the MT to fulfill such functions would not help them get any learning advantages and may even lead to the wrong use of the target language. That's why; they prefer L1 to be kept completely apart from such situations.

The responses to **RQ2** examined through a questionnaire reveal that learners have a positive attitude towards L1 use. The findings unveil that learners' first language is crucial for their understanding and their progression in learning the target language. The findings also display that the majority of the learners would like their teacher to avert the overuse of the first language in lessons but admit that it can be necessary while comparing and contrasting the linguistic system of both L1 and L2, or when providing equivalents to some English idioms. L1 motivates them and blurs any psychological barriers between learners and their teachers. As a matter of fact, the majority of high school learners are quite aware that much exposure to L2 is the only key to achieve a high quality of learning. The findings concerning RQ2 suggest that the participants do not regard the use of the mother tongue as something detrimental but rather a support that can be fruitful if used judiciously while its deprivation can cause frustration

b-L1 use from the teachers' perspective

The responses to **RQ3** examined through observation and audio-recording reveal that L1 has been employed as a teaching strategy. The three teachers seem willing to use the mother tongue to explain the lesson when learners fail to understand. Indeed, teachers are found to use their learners' mother tongue to maintain discipline, lessen anxiety and bring comfortable atmosphere and some fun to the class. This is why; L1 becomes a vital tool

in the language classroom. It was also noticed that the participants reacted positively and welcomed the interference of their mother tongue throughout lessons.

The classroom observation of the three classes validate the claim of many researchers (Rinvoluceri, 2001; Widdowson, 1990; Cook, 2001) that teachers and learners' opinion and belief on the use or non-use of L1 has a great influence on the choice of language as a medium of instruction, and that the use of L1 does not slow down learning or reduce learners' exposure to the target language but rather helps learners to better understanding through fostering confidence in expressing their language problems, creating a feeling of comfort and by the same token providing opportunities to develop their L2 skills. The three teachers seem to agree with Harbord who stipulates that L1 should be used to "develop clarity and flexibility of thinking, and to help us increase our own and our students' awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition" (1992: 355)

The answers to **RQ4** examined through semi-structured interview unveil that the three language teachers believe that L1 should not be excluded from the classroom because it supports their teaching and creates a non-threatening environment. L1 is seen as a mean to increase learners' motivation. In fact, the three teachers believe that the use of L1 may encourage learners to continue their 'active' learning by being fully involved. They believe that the language teacher who permits the 'limited' use of L1 in the language classroom creates creativity and enhances learners 'motivation. Moreover, the three teachers agree that the level of their learners affects the amount of L1 use in the classroom. They switch to the first language when their learners lack understanding in the target language or when they are unable to acquire grammar pattern in English.

The findings reveal that the three teachers agree that the amount of L1 use should not exceed 10 %. It should be noted that the observed teachers concur and admit that L2 should be used extensively so as to create an English-speaking environment inside the classroom. This will help learners build up their language skills. However, teacher 1 and 2 do not hesitate to resort to L1 in contrast to teacher 3 who does his/her best to avoid its use and turns to the mother tongue use as the last option.

The responses to the four research questions reveal that both learners and teachers report positive beliefs about L1 use and rely upon the mother tongue use in the language classroom. They seem to be quite aware of the threat of extensively using L1 and therefore do not want to be dependent on it. This is why, they believe in the necessity of incorporating a limited L1 use in L2 learning to increase the comprehension rate and ensure learning. This belief goes in line with Atkinson (1987) who states that the use of learners' mother tongue must be minimized. Most of them are quite aware that an abundant use of English will allow learners learn the language efficiently.

This study has revealed that among the three levels, the first year learners are the most reliant on the use of mother tongue in L2 learning but seem quite aware of the situations where it should be used.

It is worth noting that the findings of the four research questions support to some extent Alrabah and Wu's (2016) study undertaken in Kuwait and investigating the use of Arabic in EFL context. The participants were found to favor the use of L1 in specific situations.

I deem it interesting to compare similar and different situations where the mother tongue is used or avoided by both Algerian and Kuwaiti learners and teachers in order to see that they use or refute L1 for the same reasons.

Reasons and beliefs for using L1 in the Algerian context	Reasons and beliefs for using L1 in the Kuwaiti context
1-to explain difficult new points 64,49%	1- to explain the meaning of difficult words 67,24%
2-to maintain discipline 86,23%	2- to maintain class discipline 52,76%
3- Excessive use of Arabic prevents from learning English 66,66%	3- Use of L1 can deprive students' exposure to the L2 58,62%
4-Speaking English only in the classroom stresses learners 89,13%	4-Using Arabic promotes a more relaxed environment 67,72%

Table 5.3.d A comparison between Alrabah and Wu's study and the present study

As indicated in table 5.3.d, Algerian and Kuwaiti learners/ teachers agree on the use of L1 for explaining difficulties and maintaining discipline. They also believe that the use of L1 in an excessive way can prevent language learners from taking full advantage of L2 setting. They are in general agreement that L1 provides a sense of comfortability by helping them working in a relaxed and pleasant atmosphere. They also seem to believe that speaking English is stressful and may hamper the learning process. However, one situation among the most used by Alrabah and Wu's participants was found to be among the least favored by Algerian EFL learners/ teachers. It is the following:

The situation where L1 is mostly avoided in the present study	The situation where L1 is mostly used in Alrabah and Wu study
1- To give instructions 87.68%	1- To give instructions 55.17%

Table 5.3.e A comparison between the present study and Alrabah and Wu's study

The Kuwaiti EFL participants were found to particularly favor L2 instructions to be given in L1 which most learners and teachers in this study completely disagree on probably because of the different history background which imposes different styles of learning. Indeed, Algerian learners are already familiar with the Latin alphabet by virtue of the French colonialism which lasted more than a century and which did everything to blur the Arabic language. It is worth noting that there is one situation where the mother tongue is avoided by both Algerian and Kuwaiti participants and it is the following:

The situation where L1 is avoided in the Algerian context	The situation where L1 is avoided in the Kuwaiti context
-Explain grammatical rules 81.15%	-Explain grammatical rules 70.69%

Table 5.3.f A comparison between the present study and Alrabah and Wu’s study

As shown in table 5.3.f, the Algerian and Kuwaiti EFL participants agree on the non use of Arabic to explain grammar. For instance, 81.15% of the Algerian learners taking part in this study and 70.69% of Kuwaiti participating in Alrabah and WU study do not want Arabic to be used when explaining grammar probably because they know that Arabic language is different in its structure and syntax from English language. Arabic is from the Semitic language which makes its grammar completely different from English. They possibly want to study grammar in its context. However, this result is not compatible with classroom observation findings which showed that learners asked some clarifications in grammar and teachers provided this clarification in L1.

It appears clear that in both contexts a focus is on the learner who needs to switch to his mother tongue considering it an additional psychological support. That is why, “since the

learner is the center of the learning process, language teaching practitioners should heed what the learner needs” (Hamdallah, 1999:294)

2- Recommendations

Based on the findings of the research which unveil the handful situations that needs the L1 use in EFL classroom and reveal the learners and teachers attitudes and opinions on the issue, this section contains a set of recommendations and suggestions meant to help teachers understand the importance of making appeal of the learners’ first language in some situations of the lesson and realize that allowing the use of L1 in L2 classes may support and make of the language learning process an easy task:

1-Teachers need to be aware that anxiety is the first obstacle in learning a foreign language and therefore should avoid obliging learners to use only English to express themselves. It is the task of the language teachers to remove all psychological obstacles.

2-Language teachers are advised to come up with flexible approaches in teaching English so as to foster the improvement of language proficiency.

3- It was found that the three language teachers taking part in this study advocated the same amount of mother tongue inside the language classroom. Therefore, EFL teachers should consider the amount of L1 use according to their learners’ language needs. This amount ought to be progressively minimized.

4-Teachers are recommended to stress the similarities and differences of both L1 and L2 so as to help their learners understand the grammatical component of both languages in an attempt to correct their repeated mistakes due to negative interference.

5-Language teachers are requested to create a supportive classroom environment by allowing a 'judicious' use of L1 in the class. They have to know that resorting to L1 may increase their motivation to learn English. In fact, by permitting them to switch to L1, learners feel themselves in a comfortable and familiar environment.

6-Teachers are also recommended to allow their learners to use their mother tongue when interacting with their peers in order to help them preserve their social and cultural identity.

7-The ministry of education along with secondary school curriculum designers should reflect on making translation reference at the end of the learners' text book where EFL learners can find all the difficult words (that are supposed to be dealt with throughout the academic year) translated into their L1.

8-Further exploration of other situations where the use of learners' mother tongue is needed is highly recommended.

9-Teachers are appealed to raise their learners' awareness that they are learning a foreign language in order to be able to use it and communicate with it. In other words, language learners have to know that learning a language is a matter of learning how it functions. This involves learning a large repertoire of vocabulary, its grammatical rules, and how it is used within its cultural context. Therefore, their cultural identity is not threatened.

10-Teachers and learners should be quite aware that both the target language and the mother tongue are interwoven and complement each other. They are not in competition with each other. L1 has to be considered an 'ally' to be with and not an

'enemy' to be afraid of. Hence, a moderate use of L1 is strongly recommended.

In order to recapitulate, a 'balanced' approach between the two languages (L1 and L2) is needed. An approach which insists on an extensive exposure to English so as to create an authentic language environment for learners and at the same time gives importance to the use of L1 as a teaching strategy and a supporting tool inside the language classroom.

It goes without saying that the overuse of the mother tongue is definitely counter-productive because learners may not be actively involved as they will be too reliant on L1 use. This can develop a kind of laziness which prevents them from being ready to produce any effort to understand. And whenever they encounter difficulty they will ask for the translation. Therefore, if we want to develop and enhance learners' competence in the target language, the use of L1 needs to be limited to predetermined situations.

This research study shows that in the three EFL classes, the use of the mother tongue is an important aid and assistant in the classroom that unveils miscomprehension and enhances rapid understanding of L2. The use of the mother tongue in EFL classroom fosters learning through 'meaningful focused input' (Nation, 1996). Therefore, "the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language" and "no one can simply turn off what they already know" (Hassanzadeh et al, 2011:41)

It is hoped that this research along with the findings and all the proposed recommendations will help language teachers acknowledge the necessity of making use of L1 in learning L2. L1 should no more be seen as a problem or a threat but rather an

aiding tool that enhances the learning of a foreign language and makes it easier and less stressful. And based on my personal experience in the field of teaching English as a foreign language, I have noticed that secondary school learners favor language teachers who employ their mother tongue in the classroom. Therefore, it is hoped that the policy makers will give more importance to the stakeholders' needs and beliefs about the inclusion or exclusion of the mother tongue in learning a foreign language.

3-Pedagogical Implications

The intension behind this study was to investigate the dilemma of using or banning L1 in language classes. It aimed at exploring and describing both learners and teachers' use and beliefs concerning mother tongue use in EFL classroom. The two hypotheses of the present study have been that both secondary school learners and teachers would either show a general positive attitude towards the use of the mother tongue and would believe that L1 should serve as scaffolding that may help remove any barrier, or they would show a negative attitude and would think that making use of the mother tongue in foreign language classroom reduces learners' ability to perform and communicate well in L2.

On the basis of these hypotheses it was found that the use of L1 in EFL context is believed to be positively helpful and necessary in the classroom by both learners and teachers. Indeed, the findings of this study have confirmed hypothesis one. Owing to the recent review of literature supporting this bias (and the researcher's bias due to her own long experience in the field of teaching English as a foreign language at secondary school), the study reveals that L1 does not hinder learning as English-only policy claims. Learners performed well in classes where L1 is not banned. The learners who are the stake holders consider L1 an important tool that assists them all along their learning

process. Moreover, a judicious and moderate use of L1 should be allowed in EFL classrooms. The importance of L1 use seems to be valued and deemed necessary whenever there is a need to it and language teachers are required to satisfy their learners' needs. These results go in line with many researchers who recommend it. For instance, Harmer clearly claims that "some kind of a ban of a person's L1 seems unfortunate for a number of reasons. In the first place, it seems highly probable that our identity is shaped to some extent by the language or languages we learn as children" (2001: 132).

The present study highlights the important role played by L1 in EFL classroom and displays the fact that if L1 is used as a language strategy and employed not in all of the class time but rather in a planned way, then the language learning experience may become effective and fruitful.

The last significant finding emerging from the research reveals that there is a profound awareness on the part of both learners and teachers in maintaining L1 as a learning strategy. Teachers' beliefs in L1 use are positive regarding translating difficult words to communicate meaning along with verifying their understanding while they had negative attitudes in formulating exam instructions and explaining grammar in L1. Indeed, the data in this study show that most learners and teachers stress that the mother tongue is avoided unless miscomprehension emerges. It is used to overcome gaps and shortcomings in learners' language proficiency. They insist that teaching and learning English should be done through English because it is the only way to ensure the improvement of language proficiency.

Truth be told, the learners' mother tongue is a powerful and operative device in EFL classrooms and there is no regulation that forbids teachers and learners from using their L1 in classes, nor there is any justification for overusing it. The mother tongue remains a practical procedure and an efficient technique if used appropriately. It is "the mother of all the other languages learned by the students. It is through the mother tongue that the other languages are born in the learners' mind" (Deller and Rinvoluceri, 2002:10)

4- Limitations of this Study and Suggestions For Further Research

Although the present study has provided interesting insights concerning learners and teachers' beliefs and use of mother tongue in EFL context, it still has several limitations that future research should take into consideration:

- 1- These findings cannot be generalized because it is a small scale study undertaken with a limited number of subjects and a very limited number of teachers. Further studies have to be undertaken on larger scale from more secondary schools with a larger sample of learners and teachers. This would definitely yield conclusive results and help develop a better understanding of learners and teachers' use and belief of the mother tongue in the Algerian EFL classrooms.
- 2- Another area of concern is that this study did not look for classes where only English is used by both learners and teachers. More studies should be undertaken by creating an immersion setting. In such classes, learners may be found to achieve a high score of success in the learning process. More studies on classes adapting exclusive use of L2 may change the whole result.
- 3- This study is descriptive and exploratory, with a combination of a quantitative and

qualitative approach using mainly the three instruments: a questionnaire for learners, a semi-structured interview for teachers, and classroom observation with audio-recording. Further research investigating the actual use of L1 by both learners and teachers can be undertaken by using other sources for collecting data such as: diaries and think aloud procedure.

4-Further studies should be undertaken to examine the relationship between L1 and learners' motivation on the one hand, and between using the mother tongue and improving the learners' language proficiency on the other hand. Such studies will definitely help curriculum designers propose guidelines for both language teachers and secondary school learners on how to make use of L1 in an effective way along with suggesting interesting activities aiming at providing opportunities for learners to develop their communicative skill.

5-This study has used class-observation and an audio-recording instruments. The use of video-recording of the classes is also needed to study the influence of learners and teachers' gestures and non-verbal behavior in the understanding of the target language to achieve success in the learning process.

6-Further studies are needed to investigate and find out the appropriate amount of time that should be devoted to L1 in EFL classroom.

7-This study is restricted to classes where English is the foreign language. Further research ought to be conducted to comprehend other foreign languages such as Spanish and German so as to see if they yield the same results.

8-This study has been conducted in two public schools. Further studies are needed in

private secondary schools where learners are exposed to many hours of English sessions. Such studies will help us determine if there is a relationship between language proficiency and the use of the mother tongue knowing that learners who studied in private schools have a large experience in learning English. Indeed, they start learning the target language in primary school which makes them more advanced in terms of language acquisition than those who studied in public schools where English is learned in middle school and not before.

11-Finally, the data gathered from secondary school learners is quantitative. A qualitative approach would definitely offer a more detailed information and understanding about learners' reasons for using L1 and provide further insights into the use of MT in EFL context.

Conclusion

The findings mentioned above highlight the importance of L1 as a supportive and facilitative tool:

-Firstly, it is absolutely natural to use the mother tongue with those who speak the same mother tongue.

-Secondary, it is relaxing and communicatively effective, and

-Thirdly, exclusive use of the L2 can be a source of discomfort and embarrassment especially for timid learners who feel that they are not good in the target language.

(Nation, 2003). Conversely, eliminating L1 use and forbidding it in the classroom may create a frustrating and uncomfortable feeling which impedes learners' learning.

It has to be noticed that

The rights and wrongs of using the mother tongue in the classroom is that translation and indeed use of the mother tongue generally, is not a device to be used to save time for more useful activities, nor to make life easier for the teacher or the students. Instead... it should be used to provoke discussion and speculation, to develop clarity and flexibility of thinking, and to help us increase our own and our students' awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition. (Harbord, 1992:355)

L1 fulfills several functions in foreign language classroom. The findings of the present study reveal that the learners' mother tongue is not only used as a pedagogical tool but also an affective and interacting tool in settings where both the teacher and the language learners share the same mother tongue.

The findings also reveal that the amount of the mother tongue use decreases as the language proficiency of learners increases which suggests that the mother tongue needs to be adjusted according to the learners' language needs.

The findings arising from this study corroborate with many previous studies (Chamot et al, 1987; Horwitz, 1988; Kharmah & Hajjaj, 1989; Schweers, 1999; Ferrer, 2002; Aquel, 2006; Cianflone, 2009, Alrabiah and Wu (2016), and others) revealing the inevitable presence of the mother tongue in EFL context. Indeed, "it is postulated that the mother tongue is 'silently' present" (Hassanzadeh & Hoseinin, 2011: 41)

Respectively, language teachers ought to know the benefits of using the learners'

mother tongue but should be aware that this use must be restricted to specific situations so that the use of the mother tongue fulfills the desired objectives.

It goes without saying that the importance of L1 is undeniable and “its use reduces anxiety, enhances the effective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners’ life experiences, and allows for learners- centered curriculum development” (Auerbach, 1993: 20).

In a nutshell, the judicious, restricted and insightful use of the learners’ mother tongue can undoubtedly contribute to a fruitful and positive learning. However, in order to help foreign language learners succeed in acquiring the target language, the L2 input has to become intake not by precluding the use of L1 but rather minimizing the use of it and exposing learners to authentic English situations.(Corder, 1969)

Both learners and teachers should be aware that maximizing the use of the target language is crucial for their learning to attain the goal of improving their language proficiency. The mother tongue ought to be kept to a minimum of use but not out of the door of the classroom (Hamdallah, 1999).

**GENERAL
CONCLUSION**

General Conclusion

The present study reveals interesting insights which can be summarized as the following:

First, both EFL teachers and learners generally approve the use of the mother tongue. However, teachers are quite aware and persuaded that English should be used in the language classroom so as to expose learners to as much of it as possible.

Second, there is no significant difference in beliefs among learners and teachers concerning L1 use in EFL classroom. They both corroborate the utilization of the mother tongue when deemed necessary and consider it an aiding and facilitating tool in learning a foreign language but concur that English must be the only medium of communication. Indeed, learners are convinced that L1 is of great importance as it assists them to better comprehend the language. Besides, learners' mother tongue expresses their own culture and identity which makes it welcoming in the language classroom.

Third, the observed language teachers (teacher 1 & 2) show (to some extent) a 'low' self-confidence in using English. When there is something difficult to be understood, they immediately switch to L1.

Fourth, it has been noticed that the three teachers never use the body language when asked about the meaning of a difficult word. They almost never mime or use gestures to explain a difficult item.

Fifth, 2/3 teachers are found to immediately use translation strategy and rarely make use of synonyms or antonyms to avoid the use of the mother tongue. Moreover, they do not put the difficult word in context to clarify it probably because they consider it too

demanding to think about different ways to say it in English. Only one teacher (T3) was found to use some strategies to avert the use of L1.

Sixth, 2/3 teachers use L1 as a tool for discipline problems. It is worth noting that to maintain control, teachers use simple sentences in English such as ‘stop talking’, ‘listen’ but when they need to show authority and regulate behavior, then L1 is used and preferred.

Seventh, teachers and learners show a negative attitude towards using L1 in explaining the whole lessons, giving instructions and greeting their learners/teachers.

Eighth, L1 is never used when assessing the learners. Teachers always say ‘good’, ‘yes’, ‘excellent’; ‘right’, ‘okay’.... .

Finally, translating from L2 to L1 is more common than from mother tongue to English.

Today there seems to be a near full consensus among researchers and language teachers (Atkinson, 1983 & 1993; Auerback; 1993; Macaro, 2001 and many others) that L1 is an ‘ally’ to language learning and not an ‘enemy’, and its use inside the language classroom can be an efficient resource. What is important is that L1 serves the needs of the language learners. Indeed, at the micro level, the learners’ mother tongue is an ‘input facilitator’ while at the macro level L1 is “integral to the important interface between diverse cultures and languages” (Kramsch (1993) cited in Hinkel, 2005:281).

The study reveals that language teachers and learners show a positive tendency towards the mother tongue use. They both inclined to use Arabic in specific situations.

It should be noted that teachers should be quite aware about how much L1 to use (based on their learners needs) to ensure comprehension and by the same token their learners' progression throughout the learning process.

In Algeria we need to provide teachers with clear teaching guidelines on when to use L1. It goes without saying that the integration of L1 should be planned so that its utilization becomes worthy and helpful.

The findings can be identified as positive; supporting a 'limited' use of the mother tongue and considering it a supporting tool in L2 classroom. The use of the mother tongue is predictable and cannot be avoided. It goes without saying that the use of the learners' mother tongue may guaranty an effective teaching along with positive learning outcomes. Moreover, the findings reveal that L1 has a positive cognitive, social, and affective impact on language learners. As a matter of fact, the mother tongue "is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language" (Hassanzadeh & al, 2011:41)

In short, it is hoped that this study will be useful for teachers, who, like the researcher, worry about whether L1 use in L2 classroom is a real threat to the learning process, and if not, the extent to which they are allowed to use the mother tongue in English classroom.

Allowing the use of L1 in L2 learning may help improve the learners' language proficiency and at the same time increase their self-confidence in their ability to understand easily the target language. The 'dilemma' of the mother tongue in the language classroom continues and studies have to be undertaken to reinforce the positive beliefs and opinions that lead to a successful learning of a foreign language.

To conclude, the insights stemming from the present study make the researcher share the opinion of Harbord who states that “this is not a call for extensive L1 use.... but rather a justification for its limited use in certain situation (1992: 351).

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Appendix 1

Learners' questionnaire

Dear learners,

You are being invited to participate in a study as part of my doctorate dissertation. The aim of this questionnaire is to determine your frequency of use and your opinion over the use or non-use of the mother tongue in learning English.

For each of the following statements, you can choose one of the following:

- 1- I never do
- 2- I rarely do
- 3- I sometimes do
- 4- I always do
- 5- I usually do

Your answers will be kept anonymous and used for research purpose only.

Remember, there is no right or wrong answer. So, please answer honestly.

Thank you for your cooperation.

Statements	Always	Usually	Sometimes	Rarely	Never
1-I ask my teacher to use Arabic in the classroom to explain the lesson					
2-I use Arabic to greet the teacher .					
3-. I use Arabic to chat with my classmates					
4-. I ask my teacher to use Arabic when discussing L2 cultural elements.					
5-I use Arabic to best express my feelings and ideas that I cannot express in English.					
6-.I use Arabic to check my listening comprehension					
7- I use English/Arabic dictionary to understand new vocabulary.					
8- I ask my teacher to clarify difficult class activities in Arabic.					
9- I ask my teacher to explain grammar in Arabic .					
10-I ask the teacher to translate new vocabulary into Arabic.					

11 —I feel more confident if exam instructions are given in Arabic.					
12 -I speak my first language in English class when I need to check the meaning of a new word with my classmates.					
13 -I use Arabic when I am working in group.					
14 - I use English to explain new points in the lesson to my classmates.					
15 - I use Arabic to explain a new point in the lesson to my classmates.					

State whether you agree or disagree with the following statements

Statements	Agree	Disagree
1- I think the mother tongue (Arabic) should be used to maintain discipline		
2- The teacher can use Arabic to compare or contrast the language system of both English and Arabic.		
3- I think the teacher should use Arabic to give suggestions on how to improve learners' achievements		
4- I think the teacher should use Arabic to provide equivalents to some English idioms.		
5- I think the teacher's use of English only in English classes has a positive effect on learning English.		
6- I feel more interested in learning English when I know it shares some cultural elements with Arabic.		
7- I think the use of Arabic makes me feel more connected to my culture.		
8- Excessive use of Arabic prevents me from learning English.		
9- Speaking English only in the classroom stresses me.		
10- The use of the mother tongue (Arabic) should be banned from schools		

Appendix 2

Teachers' observation

Observation checklist of teachers' use of L1

Pre stage	Teacher 1	Teacher 2	Teacher 3
Greeting			
While stage	Teacher 1	Teacher 2	Teacher 3
Giving instructions			
Checking comprehension			
Clarifying grammar points			
Explaining vocabulary			
Correcting answers			
Praising Learners			
Maintaining discipline			
Creating fun			
Post stage	Teacher 1	Teacher 2	Teacher 3
Assigning homework			

Appendix 3

Teachers' interview

1- How many years have you worked as an English teacher?

- a- 5 years or less b- 6 to 12 years c- 13 to 19 years d- 20 years or more

.....

2- Some language educators think that the mother tongue should be excluded from EFL classes. What is your opinion?

.....

.....

.....

.....

3- Do you use Arabic in your classes? If so, for what reasons?

- explaining new words
- explaining grammar
- checking comprehension
- giving instructions
- dealing with discipline problems
- others

.....

.....

.....

.....

4- Do you allow your pupils to use Arabic? Justify

.....

.....

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5- Does the amount of Arabic used in the classroom depend on the pupils' language proficiency?

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.....
6-Do you think that using Arabic is a sign of less creative teaching?

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7- What percentage of your time on average would you speak Arabic in an EFL classroom?

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8-Do you see any disadvantage or any negative effect in using Arabic in the EFL classroom?

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9-Does the use of Arabic enhance your pupils' motivation towards learning the language?

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.....

10-Do you feel guilty, embarrassed, or comfortable when you use your mother tongue?

.....
.....
.....

Thank you for your cooperation

الهدف من هذه الدراسة هو وصف، كشف و تحليل استعمال اللغة الأم (العربية) من طرف كل من تلاميذ الطور الثانوي و أساتذة اللغة بالإنجليزية و رأيهم في ذلك مع وصف الحالات المختلفة التي يتوجب فيها ادخال اللغة الأم في الثاويات الجزائرية العمومية بالجزائر (العاصمة) .

و للإجابة على الاشكاليات الاربعة المطروحة في هذه الدراسة المتعلقة بالحالات المختلفة التي تتطلب استعمال اللغة الأم لتعليم اللغة الإنجليزية، تم جمع البيانات من 138 متعلم و 3 أساتذة.

وسائل البحث المستعملة في هذه الدراسة هي : استبيان للتلاميذ، إجراء مقابلات مع أساتذة اللغة، و الملاحظة داخل القسم المرفقة بتسجيل صوتي للدروس .

أظهرت النتائج أن أساتذة اللغة الانجليزية و تلاميذهم يفضلون استعمال اللغة الأم في حالات محددة و يعتبرونها استراتيجية جيدة لفهم الصعوبات و حافز على لتوضيح أي غموض أثناء عملية التعلم .

الكل يتفق على عدم وجوب استعمال اللغة الأم في شرح القواعد و اعطاء التعليمات .

كذلك بينت النتائج ان أساتذة اللغة الإنجليزية مع تلاميذهم يجمعون على انه لا ينبغي ابعاد اللغة الأم من فصول الدراسة. كما تبين انهم واعون بضرورة تكثيف استعمال اللغة الانجليزية دون انكار دور اللغة الأم كمساعد في تعلم اللغة الانجليزية.

إضافة الى ذلك فقد أظهرت نتائج الدراسة أن اللغة الأم ضرورية للفهم لأنها تزود المتعلمين بالشعور بالانتماء. كما أنها تساعد على تخفيف الضغط إذ تمنح المتعلم الشعور بالراحة، بينما منع استعمال اللغة الأم في القسم قد يولد الشعور بالإحباط الذي يعيق الإنجاز الإيجابي للمتعلمين.

و خلصت الدراسة الى ان اللغة الأم ضرورة لا مفر منها لتعلم اللغة الاجنبية عندما يتقاسم المعلم و التلميذ نفس اللغة و الثقافة.

الكلمات المفتاحية:

اللغة الأم، اللغة الأجنبية، استراتيجيات تعلم اللغة.