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Teachers And Studnet's Attitudes Towards The Use Of L1 In Algerian EFL Classrooms

The Case Of Algerian Secondary Schools

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Dedication

To my lovely parents, and family.

To my dear partner **DERBAL Mostefa**

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- *I* should first address praise to Almighty **ALLAH** Who helps me to accomplish this modest work.

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ABSTRACT

The use of the mother tongue in teaching a foreign language is a debatable topic. Advocates of the monolingual approach suggested that the foreign language should be the only language used in the classroom. Whereas, followers of the bilingual approach claimed that the mother tongue is a tool which may facilitate the English learning process. The present study was conducted to examine the attitudes of Algerian teachers and students towards the use of L1 in EFL classrooms, for what purposes and to see who switches more to L1, teachers or students. To fulfill this aim, a questionnaire was designed for students, a classroom observation, and an interview devoted to teachers. The result of the questionnaires showed that students hold negative attitudes towards the use of L1 in foreign language. However, from the results obtained from the teachers' interview, teachers hold positive attitudes. Therefore the use of mother tongue might be beneficial in learning English unless it is used in a systematic way.

Key words: Attitude, Mother Tongue, L1, First Language

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List of Abbreviation

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language Teaching

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

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General Introduction

To learn a new language is not an easy task. thus, when learning a new language, a large number of remarkable problems may flourish. Among these problems, the first language interference, which needs much of attention. Genarally, when a second language is learnt, people tend to use their mother tongue as a facilitating tool in order to improve their learning process.

However, using L1 in L2 classes, has been a controversial issue that various theories of L2 acquisition have presented diffrent views and hypotheses about the value of L1 use in L2 classes. Theorists and supporters of the monolingual approach insisted in the complete separation of ML from FL classrooms, beleiving in the idea that the exposure to L2 is better than interfering from L1, which may hinder L2 learning process. (Cook 2001, Krashen 1981). However, others have argued against the complete elimination of L1 from L2 classes. (e.g, Nation 2003 ; Larsen-Freeman, 2000) and added that a systematic and well-planned use of L1 can give positive results (Cook, 2001).

Despite the large quantity of research, much remains unknown about whether to use or not to use the students' mother tongue in the EFL classroom. Thus, teachers and learners attitudes towards the use of L1 in L2 classes have been investigated in different countries all over the world. in this way, the researcher attempted to investigate the attitudes of Algerian (Naàma) secondary school students and teachers towards the use of L1 in EFL classes.

The main concern of this study is to find out teachers' and students' attitudes towards employing the learners' mother tongue as a facilitating tool in English classes to see whether Algerian teachers and students hold positive or negative views towards the use of Arabic in EFL classroom. Another purpose is to discover for what purposes teachers use Arabic while teaching English. Thus, this

problematic leads the researcher to investigate some research questions which are listed as follows:

- Do Algerian secondary school students and EFL teachers hold positive or negative attitudes toward using Arabic in English classrooms?
- For what purposes is Arabic used in Algerian EFL classrooms?
- Who switches more; teachers or students?

In this respect, the hypotheses which might be advocated at this level are:

- teachers and students will have positive attitudes towards the use of the mother tongue if it is used in a well-planned and systematic way.
- The purpose behind the switch to L1 is to explain some concepts that seem to be difficult for students.
- Teachers are the most ones who need to use the student' mother tongue in order to transmit the lesson in a good manner.

For the sake of answering the raised research questions, the conductor of this work has considered a set of research methods, using both quantitative and qualitative paradigms in order to collect a complementary data.however, three research instruments have been used in order to triangulate our results, including a questionnaire for students, a classroom observation, and an interview devoted to teachers. Hence, this research work consists of three main chapters.

The first one is concerned with the literature survey. It is divided into two sections. The first section, the role of the mother tongue in English language teaching, gives an account of different definitions of the term "mother tongue". It also focuses on the place and the role of the mother tongue in major language teaching methodologies and its use in foreign language classes. It ends with the

results that may appear because of its overuse. Section two tackles the notion of attitudes in terms of its definition, components and importance in language teaching.

Chapter two presents the sample of informants, and introduces the research methods, that, the researcher has considered to answer the research questions and test the hypotheses.

The third chapter is practical in nature, is devoted to the presentation of the collected data, analyzing, discussing and interpreting the results obtained from every data collection method,then, discussing the main results, as a whole.

Finally, pedagogical implications, limitations of the stud, and a general conclusion are provided.

I- Chapter one : L1 /the mother tongue in TEFL

I-1- Section one : L1 / the mother tongue in TEFL

I-1- 1- Introduction

Foreign/second language teaching/learning is not such a simple task to be dealt with. In this vein, specialists along time, have presented a number of strategies in order to facilitate the two processes. Among these strategies, the use of the mother tongue inside EFL classrooms. But the role of the L1 in second/foreign language learning classrooms, and the issue of its use by both teachers and learners, have always been at the crux of controversy, debate and discussion among linguists. So the question is that should teachers use the students' mother tongue in English classrooms or not ? This issue raises contradicting views. It is widely known that, the history of language teaching has undergone through various appraoches and language teaching methods which have regarded L1 use in L2 classes both in favor and disapproval. Thus many teachers are either with or against including the Mother tongue. Those who are against or followers of the monolingual approach , assume that their main reason is the danger of creating a native language atmospheir, thus preventing learners from progressing their level of the English language, since the main premise of this approach is that the target language should be the only mean of communication. However, in recent, the focus has been shifting towards the insertion of L1 in the language classroom, what came up to be acknowledged as the bilingual approach. Proponents of this approach, also have their premise which is contradicted with the monolingual one. They beleived that MT is helpful in explaining complex ideas, learning new vocabulary and grammar rules more effectively.

This chapter will be devided into two sections. The first section provides a breif definition of the term « mother tongue » , since it is a key concept in our study,

besides to a historical background. This section also presents some ideas about the monolingual and the bilingual approaches, highlighting the premise of each one. It sheds light on the use of L1 in major methodologies. The section ends up by showing the danger of the overuse of learners' first language.

The second section deals with the notion of attitudes as an important concept in this study. It discuusses the definition of the term attitude, its components and importance. It ends with some previous studies, that have been done to investigate teachers and students attitudes towards the use of the moter tongue.

I-1-2- Definition of mother tongue

Defining mother tongue is always controversial and difficult. Generally, first language, mother tongue, native language, are a set of interrelated concepts, usually reffers to the childs' language to be immediately exposed after his/her birth. According to Skiba (2000), the term moter tongue refers to one's native language, the language learned by children and passed from one generation to the next ; it is received by birth or from ancestors. For Khati (2011), the term moter tongue can refer to the first language that a person learns before any other language in a natural and automatic way. She/he learns it from his family and social environment arround her/him. According to Buck (2001), it is difficult to distinguish the term moter tongue from first language, native language and primary language, because these concepts are approximately related as synonyms.

For the purpose of this study,L2 refers to a second or foreign language. Whereas, L1 is used to refer to mother tongue, first language, and native language. They are all used interchangeably in the present work. But it does not mean that this can be used exactly just the same way in other contexts.

I-1-3- Historical background : A red card for the mother tongue.

Various English language teaching methods have been developed throughout history. Some were prefering the use of L1 and some did not. At the very first time,

in the sixteenth century, Latin was the supreme language of religion, commerce and education used in Europe. The main interest was on teaching grammar rather than on communication. In order to well understand grammar, students were provided with a list of words to translate sentences. This teaching method was known as the Grammar Translation Method. (Byram,2000). During the middle of the nineteenth century, various individuals such as Marcel (1793-1896), Prendergast (1806-1886) and Gouin (1831-1896) have been given much attention to the field of L2 teaching. Later on that age was known as the pre-reform movement. (Howatt,2004). They came up with the idea that first language acquisition is a model for learning a second languag. Therefore, translation was replaced by pictures and gestures, because it was seen as a source of confusion.

Since the great reform at the end of the 19th C, the appeal for new teaching methods increased (Richards & Rodgers, 2001). The issue of using L1 in L2 teaching became a contoversial among reformers. Some of them beleive in the effectiveness of L1 use and others do no, based on the idea that mixing the two languages would not help students to reach fleuncy.

Hawkins (as cited in Al-Nofaie, 2010) claimed that one of the first advocates who beleive in the exclusion of the first language was J.S. Blackie. His philosophy of learning was that thinking in L1 should be rejected and words should be associated directly with objects. This new method was known as the Direct Method, supporting the idea that the way the learner acquire L2 goes exactly the same way like he/she acquire his/her L1 in childhood (Richards & Rodgers 2001) . later on, the audio-lingual method appeared, it supports the beleif that L1 & L2 are two diffrent systems that should be not be linked ;therefore, just the foreign language should be utilized. (Jadallah & Hasan,2011).

Within the same context, Krashen (1981) claimed that comprehension input provides subconscious and implicit learning which helps the students to acheive

language competence. So, the dominance of L2 may prohibit the use og L1 in the classroom. Another group of theorists emphasized the idea that using the TL can enhance the communicative skills and motivate both conscious and unconscious learning. They added that learners could understand the message even if they do not know the exact meaning of each word in isolation. In this respect, Cook (2001) mentions that classroom interaction in FL has been encouraged to help the learner communicate in an automatic and natural way.

At present, the attitudes against employing L1 in classrooms has been tackled from a positive point of view, as it was identified by Cook (2001) the above discussed methods and opinions which supports the use of only English in the classroom rely on the main weak assumptions. The first one is the similarity between L1 and L2 processes of learning, and the other assumption is that L1 and L2 is a split process. Jaddalah and Hasan (2011) saw, besides to negative language transfer, positive transfer can also have a significant role to play ; that is to say, learners may benefit from knowing the similarities of L1 and L2.

Recently, though some researchers in many countries recommend that lessons be planned to be as monolingual as possible. Others start to believe that it is important and necessary to use the L1 in the classroom. (Schewers,1999)

I-1-4 Approaches to the use of L1 in L2 context

Some EFL teachers strongly believe that teachers and students never use even one word from the mother tongue in the classroom. These teachers support what is called the monolingual approach. The monolingual language teaching or English-only approach states back to the emergence of reform movement in the late nineteenth century, with the aim to develop new language teaching principles. (Richards & Rodgers,2001), and by emphasis on the spoken form rather than the written one, leads to the emergence of this approach. For a long time, many experts

in the field of second language acquisition SLA, have considered the monolingual approach as the appropriate way to teach a foreign language.

The monolingual approach suggests that ‘ the target language ought to be the sole medium of communication implying that the prohibition of the native language would maximize the effectiveness of learning the target language’ (Tang,2002). According to Cook (2001), there are three principles for those who are advocates of the monolingual approach. First, the learning of a second or a foreign language should model the learning of the first language by maximum exposure to the L2. Second, the separation of L1 and L2 should lead to successful learning. Third, the importance of the L2 rules has to be made clear for the learners by its continuous use. Philipson (as cited in miles,2004) reports five basic beliefs to support the idea of using no language accept the English in the classroom. The first point, English is to be better taught monolingually. The second point is, the teacher should be a native language speaker, to be perfect. Then the earlier the language is taught, the better results. And the last point indicates that in the case of using other language, the English principles well fall.

To end up, the monolingual approach was criticized by specialists in this field. Miles is one among them, he advocates the use of bilingual approach and discredits the monolingual approach in three ways. The first is that it is empirical, the native teachers are not essentially the perfect ones, and exposure alone is not good for the learning process. (Miles 2004)

Penny Cook (1994), Auerbach (2000), and Cook (2001), continued claiming against this monolingual approach and argued for the facilitating and pragmatic necessity of the use of L1 in L2 pedagogy, because the use of L1 is a natural phenomena.

So the principles of the monolingual approach are clearly intended to improve the effectiveness of the L2 learning through the maximum exposure to the target language during the class time. This approach seeks to exclude the L1 from

the L2 classes, in order to stop, or at least to decrease the exposure to the L1, the mother tongue of the learner because L1 interference is feared to be the main impediment to L2 learning. (Cook, 2001)

Another category of EFL teachers hold positive attitudes towards a principled, systematic and judicious use of mother tongue. They are supporters of what is called the bilingual approach. It has been taken by researchers who have moderate approach to using L1 in the foreign language classroom, who complain that little consideration and attention has been given to the use of the native language in the foreign language classroom, and believe that specific use of the mother tongue is a helpful technique in the L2 classrooms. (Atkinson,1987 ; Rinvolucri,2001 ; Cook, 2001) .

Through history, the bilingual approach gained supports from many scholars and experts of the field, who have appreciated the benefits of using L1. Atkinson is one of the first supporters who believed in this idea. He supported the use of L1 for three reasons. Firstly, translation is the best strategy for the majority of learners. Secondly, it is a personal technique since it helps students to show their feelings and ideas. Finally, it is a helpful technique for exploiting class time. (Atkinson, 1987) Cook (2001), recommends learners to use L1 with each other when explaining tasks, negotiating their roles and checking their production and understanding. Rinvolucri (2001), one of the proponents of those who are in favor of the carful use of the mother tongue, maintains that there is a natural need for the mother tongue on learners' way towards English. He states that both the mother tongue and the target language should be present in the learning activities, the class engages in, since they are both frequently present in the students' mind. Nation (2001), besides the two previous approaches, introduces another approach, called the balanced approach. It is based on the assumption that teachers need to show respect for learners' MT and need to avoid doing anything that may make the student feel that his L1 seen inferior to English. This approach focuses on the idea that the most important role of

the teacher is to help learners develop their proficiency in English, here is that a balanced approach is needed. It supports the role of the first language, but also distinguishes the importance of maximizing the use of the foreign language in the classroom.

I-1-5- The use of L1 in major L2 methodologies

By discovering the use and the role of the students' mother tongue in English language classroom. One of the most important principles is the method by which EFL teachers manage the process of language lessons in their classrooms. Generally, teachers choose a method that goes with their students' need. Therefore, it seems important to give a general idea on these approaches. In this part, the aim is firstly to group different language teaching methods and then, discusses the role of the mother tongue/L1 in each method briefly.

The well-known classification of methods is, traditional methods as : Grammar Translation Method/GTM, Direct method/DM, and Audio-lingual method. Alternative methods like : silent way, suggestopedia, total physical response and community language learning. Furthermore, communicative approaches : communicative language teaching and natural approach.(Richards & Rodgers, 2001). The debate among these theories is about whether to include or exclude the mother tongue/L1 in L2 teaching/learning process In the very first time, GTM was the common method in teaching, and translation from the students' L1 was too much used, and when we consider the role of students' L1 in the classroom, we may directly think back to the GTM. According to Wharton (2007), there was a slow change in the field of foreign language teaching/FLT. It changed from the complete reliance on the learner's mother tongue for instruction, towards the dynamic use of the target language. A sudden and immediate elimination of L1 from the class happen at the time of reform movement. The reformers believed that translation must be avoided. Richards & Rodgers (2001).

Larsen Freeman (2000) presented a brief description of the role of MT in EFL context. She supported the view of using L1 in the classroom.

- **Grammar Translation Method**: The meaning of the target language is made clear by translating it into the students‟ native language. The language that is used in the class is mostly the students' native language (p.18).

- **Direct Method and Audio-lingual Method**: The students' native language should not be used in the classroom because it is thought that it will interfere with the students' attempts to master the target language (pp.30 and 47).

- **Silent way**: The students‟ native language can, however, be used to give instructions when necessary, and to help a student improve his or her pronunciation. The native language is also used (at least at beginning levels of proficiency) during feed back sessions (p.67).

- **Suggestopedia**: Native-language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language less and less (p.83).

- **Community Language Learning**: Students' security is initially enhanced by using their native language. The purpose of L1 is to provide a bridge from the familiar to the unfamiliar. Also, directions in class and sessions during which students express their feelings and are understood are conducted in their L1 (pp.101-102).

- **Total Physical Response**: This method is usually introduced initially in the students'

native language. After the lesson introduction, rarely would the native language be

used. Meaning is made clear through body movements (p.115).

- **Communicative Language Teaching**: Judicious use of the students' native language

is permitted in communicative language teaching (p.132).

I-1-6- The use of mother tongue in TEFL

Using only English in the classroom, sometimes, can cause some problems. Thus, as contrasted to the idea of monolingual classrooms or English-only classrooms, various researchers have tried to neglect the negative side of the issue of using the mother tongue, by investigating its advantages. They look over in what situations the teachers and students use the mother tongue. Harbord (1992) underlies the fact that teachers who try to create an all-English classroom, are insufficient in meaningful communication. In addition, English-only classrooms can be a helpful factor to students-teachers interaction. Harmer (2001), believes that the helpfulness of L1 use depends on when and for what purposes it is used in the class. So, the mother tongue cannot be totally excluded, but rather, can be used when it is necessary. In this vein, Butzkamm (2003 :29) views that ‘ the mother tongue is generally regarded as being an evasive maneuver which is to be used only in emergencies’.

Regarding the advantages and disadvantages of using L1 in L2 classes, the issue depends on when and what amount of first language is used in EFL classrooms. A great number of researchers have provided a number of appropriate

and important uses of L1 in L2 classes. Atkinson (1987 :243,244) advocates extended knowledge where to use the mother tongue in language classrooms :

- Eliciting language (all levels)
- Checking comprehension (all levels)
- Giving instructions (early levels)
- Co-operating among learners
- Discussions of classroom methodology (early level)
- Presentations and reinforcement of language (mainly early levels)
- Checking for sense
- Testing

Besides, Harmer (2009) points out some possible occasions that has obvious advantages for the mother tongue in a foreign language situation :

- If teachers want to discuss making a learning contact with their students or to ask students what they want or need, then they will get more from lower-level students if they do it in the students' L1 than if they try to struggle through with English.
- Translation can also be a very good way of viewing how well students have understood grammar and lexis at the end of a unit of study.
- Students (and their teachers) can use the L1 to keep the social atmosphere of the class in good repair.

Similarly, Harbord (1992 :352) gave the following reasons for the teachers' use of the mother tongue :

- Facilitating teacher-student communication.
- Facilitating teacher-student rapport.
- Facilitating learning.

I-1-7- The overuse of the mother tongue in EFL classrooms

The issue of mother tongue in EFL classrooms, has been supported by many linguists and researchers, who believed that the reasonable use of mother tongue can play an integral role, but the target language should remain the main language. Researchers and advocates, who are in favor of the carful use of the mother tongue in foreign language classroom, are trying to attract the attention to some possible dangers that may arise because of the too much reliance on it. Atkinson (1987) believed that many problems may appear due to the overuse of the first language. Starting by the problem that the students will not realize any point of language until it has been translated to their mother tongue. The second menace that may results is that, the teacher and the learner fail to notice difference between form, semantic similarity and pragmatic features and thus oversimplifying to the point of using simple mistaken translation. The third danger is the possibility of students' talk to the teacher in the mother tongue as a matter of course, even when they are able of expressing what they mean. Finally, students may fail to know that during many activities they use in the classroom it is essential that they use only English.

Actually, sometimes it may happens that pupils keep using their mother tongue rather than the target language during the English sessions. Harmer suggests that this situation may happen, because pupils want to say something important, and the easier way how to do it is to use their native language (2004). Furthermore, Harmer also proposes a number of things that teachers can do when these situations occur :

-Talking to pupils about the issue : teachers can discuss with pupils how they feel about using English and their mother tongue in the classroom.

-Encouraging pupils to use English appropriately.

-Responding only to English use : teachers can ignore what pupils say in their mother tongue.

-Creating an English environment : teachers should use the target language for the majority of time, so that pupils are constantly exposed to English.

-Keeping reminding pupils : teachers should going on encouraging pupils to use English. (2004).

These are harmer's suggestions about how to deal with overusing the mother tongue, which can be labeled as strategies for encouraging more the target language use in the classroom.

In sum, the overuse of the L1 limits the students exposure to the target language. Harmer (2001).

I-2 Section Two : The notion of Attitudes in SLA

I-2-1- Introduction

As the title of this current study implies, it contains certain terminology that necessarily needs to be defined. This section deals with the notion of attitude in terms of its definition, components and importance.

I-2-1-1- Definition of Attitude

The term attitude comes from the Latin word « aptitude » and the Italian « atto », which means aptitude for action. Backer (1992).

Dealing with the definition of the term attitude, one might expect to find a great amount over years and consensus across scholars in the discipline of the definition of attitude. Attitudes differs from one individual to another since they are related to a person's behavior. Thus, they reflect the way each individual perceives the world around us. One of the earliest definitions, is the one of Alloports, which is still influential and widely quoted. ' An attitude is a mental or neural state of readiness, organized through experience, excreting a directive or dynamic influence upon the individuals' response to all objects and situations with which it is related ' Allports (as cited in Al-Hamali, 2007,p.7).

Later on, the term has undertaken many other definitions and there has been little overlap between them, suggested by different scientific disciplines including psychology and sociology, and of course the two definitions differ from each other. Psychologically, the term attitude defined as a verbal expression as a behavior. Those psychologists try to reduce prejudice and discrimination by changing attitudes. While sociologically, the term attitude focuses on verbal expression as an intention. These two different views provide us with the idea that attitudes are differently understood into two distinct, yet related fields .i,e sociology and psychology. The term attitude is usually defined as one's mutually learnt or tendency to place with favor or disfavor. Fishbein & Ajzan (1975), emphasized the learned nature of attitude : 'an attitude is a related predisposition to

respond in a consistently favorable or unfavorable manner with respect to a given object' Fishbein & Ajzan (1975 :6). Huskinson and Haddock (2006) defines attitudes as 'overall evaluations of stimuli that are derived from the favorability of an individual's affects, cognition, and past behaviors' Huskinson and Huddock,2006 :453).

Regarding the various definitions that have been given to the notion, what is sure is that the scientific meaning of the word is different from its colloquial or slang meanings. Oskarmp & Schultz,2005 :22)

I-2-1-2- Components of attitudes

The study of attitudes is one of the major research areas in social psychology, that play an integral role in language teaching/learning. Social psychologists and specialists in the field are interested in the components of attitudes, the way they develop and change. Ladegard (2000) differentiate three components of an attitude, they are : knowledge, emotion, and behavior. Each component has different features to obtain language attitude results. Clore and Schrall (2005) mentioned that attitudes have three components : affect, cognition or behavior. Starting, 'affect' describes the positive or negative feeling that one holds towards an attitude object' Clore and Schrall (2005). Then, 'cognition' which refers to the thoughts about the attitude object. And the last one is 'behavior' which refers to the open actions and responses towards the attitude object.

There are several main theoretical view points about the essential components of attitude.(Olsan & Mairo,2003). Thus, the one discussed above is considered as the older one that is called the tripartite theory or the tricomponential view point, which emphasizes on the fact that attitude, has three different components. This traditional view point of attitudes has been shifted to a later approach which considers these three aspects as separate and distinct entities, calling them beliefs, attitudes and behavioral intentions.

I-2-1-3- The importance of attitudes

Throughout history, and early in the history of social psychology, much more formal recognition was given to the importance of attitudes in understanding psychological phenomena. According to Triandis (1971) 'an attitude is an idea exciting within emotion which predisposes a class of actions to a particular class of social situations'. This definition stresses on actions, and that's why attitudes have an important meaning for us and for the others so they can help them to know what to expect from us.

Ajzen and Fishbein (1980) added that the recognition that attitudes can affect behavior is one of the most important aspects of attitudes. Thus, there is the possibility that the personal importance of a person's attitude towards an object may play an important role in knowledge acquisition. For some time, individual importance and the quantity of information a person has about an object, have both been identified as attributes related to strength of the person's attitude towards the object.

I-2-1-4- Teachers and students attitudes towards the mother tongue

Extensive researches have already been done in the area of native language interference on the target language. More precisely on the attitudes of teachers and students towards this subject. Prodromou (2002) conducted a famous research to investigate the attitudes of 300 Greek students towards the use of their native language to learn a foreign language (English). The study aimed to find out whether learners' proficiency level affected their attitude toward using L1. The findings showed that the beginner17 students held a more positive attitude toward the use of Greek in English classes than the intermediate and advanced students. The lower students tended to accept using L1 to a) explain grammar, b) explain differences in the use of L1 and L2 rules, and c) check comprehension. Prodromou (2002) concluded that the students became less dependent on their mother tongue when their level of proficiency developed. In addition to this, Al-Nofaie (2010) also studied the attitudes of three teachers and 30 students in Saudi school toward using L1 in English classes. The results revealed that the

participants' use of L1 seems to be systematic. Teachers preferred using L1 with beginners and low achieving students to assist them comprehend the new language, and for specific reasons. For instants, L1 was used to explain grammatical terms, introduce new vocabulary and give exam instructions.

By his turn, Alshammari (2011), investigated the views of teachers and students regarding the use of mother tongue in foreign language classroom. The findings demonstrated that the appropriate use of L1 in L2 classroom seems not to affect students' exposure to the L2. It may be needed to increase students' comprehension.

I-2-2- conclusion :

As a target language , English remains a difficult process in nature , that requires some adaptations and practices from teachers inside classrooms . among these , the use of mother tongue . the issue of whether to use the L1 or not is one of the most controversial issues that has not been resolved yet .

I- Chapter two : research design and methodology

II-1- Introduction

The present study attempts to examine teachers and 2nd year students' attitudes towards the use of L1 in EFL classrooms. This chapter describes the methodology adopted to carry out the current investigation. It sheds light on setting where the current survey took place (IMMAM - MALEK secondary school) , and the target sample (EFL teachers and 2nd year languages' students). This chapter also highlights tools that are used to collect data and answer the research questions that have been mentioned in the general introduction.

II-2- Population sampling

The target population in this research represents a total of 26 students and 6 teachers from IMMAM-MALEK secondary school. However, the researcher selects the sample in the sense that 2nd year students seem to be the most appropriate ones for our study, depending on the idea that 1st year students may not understand how to deal with the questionnaires and answer them, and the 3rd year students have been refused from participating in this survey because the researcher thought that they have no time because they are busy of the baccalaureate exam, which may lead her to face problems in giving back the questionnaires to her . but there was an important factor, she took into consideration is that of the choice of the stream. The researcher insists on choosing languages stream, thinking of their reliability to the foreign languages, as they are chosen at first . however, teachers have left free whether to participate or not, after asking them to be a part of this survey, after explaining how it is going to take place. Some teachers refused may be because they were busy or they view the topic as a private matter, that is unneeded to be shared. As it is already mentioned before, the normal number of ours ample was about 26 students and 6 teachers, but the data was collected from 22 students, and this was because of their absences, and only 4 teachers and the reason remains still

unknown, despite the fact that age, gender, degree, experience, academic achievement or any other factor were not taken into consideration.

II-3- Instrumentation

In this survey, in order to fulfill our objective, the researcher opted for the use of a multi-method approach, which is also referred to as triangulation. the data have been collected and analyzed both quantitatively and qualitatively in order to obtain rich data and explain the situation from different perspectives .narrowly, triangulation refers to « …the use of two or more methods of data collection in the study of some aspects of human behavior » (Cohen et all, 2007 :14).thus, the field work takes place with the help of various instruments. Such instruments are : questionnaire, interview and classroom observation. In order to obtain qualitative data, the researcher chooses interviews and classroom observation. Whereas, she selects a questionnaire for students to provide more quantitative data.

II-3-1- Questionnaire

The questionnaire was delivered to a sample of 22 second year students from the foreign languages stream. Our questionnaire took place in IMMAM-MALEK secondary school at Ain sefra. It was written in the English language and it was predicted that students will not understand the questionnaire because of the poor knowledge or they will not know even how to deal with it. the researcher asked them to fill the questionnaires then she is present, in order to explain the questions and some technical terms that might be difficult to them. But, she didn't face any problem, because they find the language used in the questionnaire very simplified and the questions clear, simple and easy to be answered. The questionnaires were distributed in the class while students were attempting their lesson, which was about how to conduct a survey and deal with questionnaires. Thus, the researcher find it as a time consuming, and the students were, finding it as an experience to practice what they have seen theoretically.

The students' questionnaire is made up of 17 question items presented in three sections : « Background information » , « students' attitudes towards English as a foreign language » , and « students' attitudes towards using the mother tongue (Arabic) in EFL classrooms ». (see Appendix A). this questionnaire includes questions that require a Yes /No response, multiple choice questions and open-ended questions for a free response. At the end of the questionnaire, the students were given the choice to add additional information for other key item that were not included in the survey, just to make sure that even those missed items will be collected and analyzed as well. The last item in this questionnaire (Q17) provides the students with an opportunity to add personal comments.

- *Section one : background information (Q1-Q2)*

Two questions asked in this section to get general information about the participants, mainly age and gender.

- *Section two : attitudes towards English as a foreign language (Q3-Q6)*

Questions in the second section , were generally arranged to gather information about students' views towards the English language itself, such as if they like it or not (Q3).besides, the question four (Q4) was asked about if they have difficulties with the english language, and they are asked to specify in which level they find these problems, in the case of answering with Yes. Students were asked also about the kind of dictionaries they use (Q5). By the end of this section , the students were asked about their comprehension of the teacher's explanation, whether they understand all what the teacher says in english or not.

- *Section three : students' attitudes towards using the mother tongue (Arabic) in EFL classrooms (Q7-Q17)*

The final section of this survey, seeks about students' views and opinions towards the use of mother tongue, if they really use it, how often and for what

purposes (Q7-Q9). In question 10, the students were asked about whether the teacher should use Arabic or not, how often and their reaction when the teacher uses Arabic, and for what purposes. (Q10-Q12). To know what are exactly the students attitudes towards the topic of our survey, students were asked to what extent they see Arabic is helpful and whether they feel motivated when use it, and if they think that the use of Arabic may prevent their fleuncy in English, (Q13-Q15). By its role, Q16 were asked to see if they think that Arabic needs to be used only if students face problems .ending up by Q17 which paves the way for extra comments and explanations to come to analyses.

II-3-2- Interview:

Broadly speaking, the interview took a formal way, contains two parts, one for the personal information, and the other one seeking information that serves our research questions.

There are nine (09) questions asked in English to a sample of four (04) teachers, by the researcher herself, when she met them in the teacher's room in their break time. The scope of the interview is conducted as it follows:

- The first, second and third questions seek for the degree that they hold ,i.e license, magister or master, if they are a full-time or a part-time teachers and to know how many years they have been teaching.
- The fourth ,fifth and sixth, seventh, eighth and ninth questions aim at knowing all what it has something to do with the use of Arabic in EFL sessions, problems, helpfulness, motivation, effectiveness…
- The last question has been designed to let the interviewees free to add any other suggestions about the use of Arabic in EFL classrooms that are missed by the interviewer.

II-3-3- Classroom observation :

to fulfill the objective of our study, the researcher has made an observation in a FL environment throughout four sessions, exactly, in a second year languages classroom, for the sake of knowing who tends to switch more ; either

teachers or students. This observation has been done using the field note technique to collect data.

Actually, the researcher faced a problem with the teacher, about whether to inform or not the students that they will be observed, but the researcher agrees with informing them but insists on ever telling them about the purpose behind such observation, attempting to have a concrete data and the natural behavior of students. However, the researcher has chosen taking notes during observation focusing on teacher-students relationship , student- student relationship, students' behavior, classroom atmosphere, and to see the language they use either FL or L1.

II-3- conclusion :

The second chapter encompasses the main steps , the researcher followed in collecting data, including the selection of sample, the instruments have been used , mainly, questionnaire, interview and classroom observation. In addition to the used methods (qualitative and quantitative). In the next chapter the data of each instrument will be analyzed and discussed. Besides , to the interpretation of the main findings to test the hypotheses previously mentioned .

III- chapter three: data analyses and interpretations :

III-1- Introduction:

After highlighting the design of the present work, the researcher devoted this chapter to the practical part of this study, within which the data will be analyzed both quantitatively and qualitatively.

III-1-1- analyses of students' Questionnaire :

In this section of the practical part, findings of students' questionnaire will be discussed and interpreted. It attempts to offer answers to the questions guiding this study and check the validity of the hypothesis of this research , either it is confirmed or infirmed.

III-1-2-1- Section one : background information (Q1-Q2)

III-1-2-1- 1-*Question one : Gender*

a) Male

b) Female

Table N°1 : students' Gender

Option	Number	Percentage
A	08	36%
B	14	64%
total	22	100%

This table shows that the number of males and females in this secondary school is totally contradicted. 36% boys, and 64% girls. This may indicate that girls are more interested in learning in general, and this strongly shows that their interest in the languages stream specifically.

III-1-2-1- 2-Question two : Age

Table N°2 : students' age

age	Number	Percentage
16-17	08	36%
17-18	05	23%
18-19	06	27%
19-20	03	14%
total	22	100%

The table shows that the majority of students are aged between 16 and 17 years old. 36% are 16 years old, and 27% are 18 years old, 23% are 17 years old, and 14% are 19 years old. Actually, the normal age of secondary school students ranges between 16 and 17 years old. However, from what has been shown in this table 41% are more than 17 years old. From this result we can conclude that these participants are repetitive, may be because of their low level . Besides, there might be some students from rural regions who have join the school at a late age, and of course those students may demand the presence of mother tongue more than the others.

III-1-2-2-*Setion two :students' attitudes towards English as a foreign language. (Q3-Q6)*

III-1-2-2- 1-Question three: do you like learning English?

a) Yes

b) No

TableN°3: students attitudes towards English

option	number	Percentage
a	22	100%
B	00	00%
Total	22	100%

The table below represents the students' attitudes towards English, whether they like it or not. The whole participants are interested in English and prefer to learn it. As it is statistically illustrated, all students (100%) like and prefer the English language, and this may simple be interpreted as they are specialists in the field of languages, and that's why they have shown a positive reaction towards this question.

III-1-2-2- 2-Question four: do you have any difficulties in English?

a) Yes

b) No

Table N°4: having or having not difficulties in English

Options	number	Percentage
A	15	68%
B	07	32%
total	22	100%

The table above indicates that the majority of our participants (68%) face difficulties in learning the English language. Whereas, a low percentage (32%) among them do not find any sort of difficulties in doing that. Almost all students whose answers are " Yes", their age ranges between 17 and 19 years old, which indicates that they are the repetitive ones.

a) If your answer is " yes", do to have difficulties in

a) Grammar

b) Vocabulary

c) Writing

d) Speaking

e) Reading

f) All of them

Table N° 5 : students' difficulties in English

options	number	percentage
A	06	27%
B	05	23%
C	03	14%
D	08	36%
E	00	00%
F	00	00%
total	22	100%

The results of this table shows that the majority of students (36%) have problems with the speaking skill,27% have difficulties in Grammar, and 14% find the writing skill so difficult for them. Whereas, no student declares thar s/he face difficulties in the reading skill. Depending on the information shown in the table above, almost all students have difficulties with the productive skills, in addition to the grammar and vocabulary.

III-1-2-2- 3-*Question five: do you use an English - English dictiolary?*

a) Yes

b) No

Table N°6: students' use of monolingual dictionary

options	number	Percentage
A	11	50%
B	11	50%
Total	22	100%

A

According to this table, the results show that 50% of ur participants have or use a monolingual dictionary. While, the second half among them (50%) do not use it.

The second part of this question is concerned with which kind of dictionaries they use. Seven (7) students among those whose answer is "NO", they use an English – Arabic dictionary, while the other students (04 students) do not use any dictionary at all.

b) If your answer is " no", which

a) do you use an English- Arabic dictionary

b) you do not have any dictionary

table N°7 : students' use of bilingual dictionary

Options	number	percentage
A	07	64%
B	04	36%
Total	11	100%

This table shows that there are different responses among students. Thus, the majority of them (64%) do not use an English-English dictionary, but they prefer working with a bilingual dictionary. Whereas, 36% among them do not have any sort of dictionary, and this may be because of the luck of interest in the English language. The statistics shown above may help and/or lead us to conclude that the fact that the majority of them use a bilingual dictionary, confirm our views about their needs to the mother tongue.

III-1-2-2- 4-Question six: Do you understand all what your teacher says in English?

a) Yes

b) No

Table N° 8: students' understanding of teacher' explanation in English

Options	number	Percentage
A	12	45%
B	10	55%
Total	22	100%

The table below represents the students' understanding of teacher's explanation in English. The majority of them (55%) grasp what their teacher says, while, 45% of them do not get all what is said by the teacher.

The second part of this question illustrates what students do if they do not understand what the teacher says in English.

If no, do you?

a) Ask him/her to repeat the explanation in English
b) Ask him/her to repeat in Arabic
c) Others, please specify

Table N°9: students' reaction when they misunderstand teacher's explanation

Options	number	Percentage
A	03	30%
B	06	60%
C	01	10%
Total	10	100%

As it is illustrated in this table, almost the majority of students (60%) when they could not get the teacher explanation, they prefer to ask the teacher to repeat explanation in Arabic. 30% ask for explanation using English. While, only

10% add that they prefer that the teacher explains, using the French language to be always treated as a specialists in the field of foreign languages. From the information noticed in the questionnaire, those students who prefer the explanation in English or French have a good level and they may not need their L1.

III-1-2-3- *Section three: students' attitudes towards using the mother tongue (Arabic) in EFL classroom*

III-1-2-3- 1-Question seven : how often do you use Arabic in English classes?

a) Always
b) Usually
c) Sometimes
d) Rarely
e) Never

Table N° 10: students' rate of using Arabic in English classes

Options	**number**	**percentage**
A	00	00%
B	00	00%
C	20	90%
D	01	5%
E	01	5%
Total	22	100%

This table shows how often students use their mother tongue in the English classes. 90% of them do not use Arabic much of time, but rather they use it sometimes. 5% do rarely need to switch to Arabic. Equally, 5% of our participants are not in need of their mother tongue and never use it while learning English. No one among our informants do always use Arabic and switch to it all times.

The second part of this question seeks for more explanation and to give the opportunity to our participants to justify their choice, but not all of them have justified their answers. The majority of them have noticed that they use Arabic if they face difficult ideas or to reach the well understanding. Whereas, only one student said that s/he need it to know the meaning of some new concepts that s/he didn't heard before, and this student might be among those who prefer to use the bilingual dictionary.

III-1-2-3- 2-Question eight: do you use Arabic in class to:

a) ask for more explanation
b) ask for permission
c) participate
d) for other purposes; please, specify

table N° 11: students' purposes for using Arabic

options	**Number**	**percentage**
A	14	64%
B	04	18%
C	03	14%
D	01	04%
total	22	100%

The table (11) clarifies that 64% of students use Arabic just for more explanation, 18% of them switch to their L1 when asking for permission, 14% are those who participate using Arabic. Whereas, only one student, who might have a good level in English added that s/he uses L1 just during break time and when joking with classmates.

III-1-2-3- 3-Question nine: in a group work, do you prefer to use Arabic with classmates

a) because you want to finish class activities faster
b) because you get used to speak Arabic
c) because you cannot speak in English
d) others, please specify

table N°12: students' purposes for using Arabic in a group work

options	**Number**	**percentage**
A	13	59%
B	06	27%
C	01	05%
D	02	09%
total	22	100%

This table shows that the majority of students (59%) prefer to use their mother tongue with their classmates just in order not to waste their time explaining ideas in English to each other and get finished their activities as fast as possible. 27% of them prefer to use Arabic because they get used to speak Arabic all the time, and it is supposed that they are in need to Arabic for more explanation, asking for permission and participating. Few of them 9% prefer using Arabic while working in groups, just to include their classmates in the activity and explain it to them in a good manner. Only one student added that s/he uses Arabic because s/he could not speak English.

III-1-2-3- 4-Question ten: do you think your teacher of English should use Arabic

a) Yes
b) No

Table N° 13 : students' attitudes towards the teacher use of Arabic in FL classes

options	number	Percentage
A	14	64%
B	08	36%
total	22	100%

This table confirms that the majority of students (64%) agree on the use of the mother tongue by their teacher of English. Whereas, 36% among them view this idea from a negative triangle and do not prefer using Arabic by their teacher.

As a second part, another question has been asked for those whose answer is " yes".

- If yes, how often

a) Always

b) Sometimes

c) Very rarely

Table N°14 : how often teachers use Arabic?

options	number	percentage
A	00	00%
B	12	80%
C	03	20%
total	15	100%

The table above shows that the majority of students (80%) believe in the balanced use of Arabic by their teacher and view that the teacher should not use Arabic always, but rather, sometimes. Few of them (20%) prefer the very rare use of Arabic by teacher while teaching, and the same Remarque has been observed in this question that

is, the low level students look for the overuse of the mother tongue while it is viewed negatively by those of the good level.

III-1-2-3- 5-Question eleven: when teachers use Arabic, do you feel

a. Comfortable

b. Annoyed and hope that s/he uses English only

c. Others, please specify

Table N°15 : students' feeling when the teacher uses Arabic

options	**number**	**Percentage**
A	08	36%
B	13	59%
C	01	05%
total	22	100%

This table illustrates that 59% of our subjects feel annoyed when their teacher switch to Arabic and hope that she uses only English. In contrast, There were also 36% that feel comfortable. Concerning the additional comments, only one student added that s/he feels nothing. This student is supposed to be unassociated with and uninterested to learn English as a FL.

III-1-2-3- 6-Question twelve: do you think your teacher of English should use Arabic in class to

a. Explain new vocabulary

b. Explain grammar points

c. Clarify difficult concepts or ideas

d. For other purposes; please specify

Table N° 16: the purpose behind the teacher' use of Arabic in English classes

Options	number	Percentage
A	04	18%
B	04	18%
C	14	64%
D	00	00%
Total	22	100%

The table (16) illustrates that the most of students (64%) think that the teacher should use Arabic just to clarify difficult concepts or ideas. An equal number of students (4%, 4%), respectively think that the teacher should use Arabic to explain new vocabulary or to clarify the grammar points. This question goes hand in hand with the fourth (4) question that asks for students' difficulties in grammar and vocabulary. Concerning the additional purposes, no student has added any other purpose.

III-1-2-3- 7-Question thirteen: how helpful is using Arabic in the English class?

a. Very helpful
b. Helpful
c. Not helpful

Table N°17 : how helpful is using Arabic in English classes?

options	Number	Percentage
A	05	23%
B	15	68%
C	02	09%
total	22	100%

The table (17) represents the findings of students opinion towards the helpfulness of Arabic in the English classes. The majority of them (80%) saw that Arabic is helpful. 23% saw it as the most helpful tool in English sessions, and only two students view it as an inappropriate tool that must be totally rejected from the classroom.

The second part of this question, is concerned by the sample who answer the first and second choice.

- If your answer is A or B , does Arabic help you to

a) Learn new vocabulary
b) Understand the lesson better in a short time
c) Others, please specify

Table N°18 : rating the helpfulness of Arabic

options	number	Percentage
A	06	30%
B	13	65%
C	01	05%
total	20	100%

This table shows that more than the half of this sample (65%) agree that Arabic can help them to reach the well understanding of their lesson and consume their time. 30% of them found that Arabic help them to learn new vocabulary. Whereas, only one student added that Arabic should be avoided because it doesn't play any role and doesn't give any sort of helpfulness or aide.

III-1-2-3- 8-Question fourteen: does Arabic motivate you

a) to participate in English classroom activities?
b) To express your feelings and ideas that you tou cannot explain in English?
c) Both of them

Table N°19: does Arabic motivate the students

Options	number	Percentage
A	07	32%
B	12	54%
C	03	14%
Total	22	100%

The table (19) confirms that 54% of our sample agree on that the students' L1 motivates them to express their ideas and feelings that they cannot explain in English. 32% of them said that it help them to participate during English activities, and 14% of the whole participants think that Arabic allows them to participate and explain their feelings.

III-1-2-3- 9-Question fifteen: do you think that the use of Arabic prevents you from becoming a good speaker and writer of English?

a) Yes

b) No

Table N°20 : Arabic prevents you from becoming a good speaker and writer of English

Options	number	percentage
A	03	14%
B	19	86%
Total	22	100%

This table shows that the most of students (86%) agree on the idea that Arabic does not prevent them from becoming fluent speakers in English. Whereas, 14% of them think in the opposite.

- If "yes", please say when

The second part of this question is designed for those whose answer is "yes". Not all the sample have answered the question, but only one student, who views that the classroom is the only context that enables them to learn the English language, and if they replace it by their L1, there would not be other place and time for the English language.

III-1-2-3- 10-Question sixteen: do you think that the teacher of English needs to use Arabic only when students face problems?

a) Yes

b) No

Table N°21 : should Arabic be used just when the learner face problems

option	number	Percentage
A	12	55%
B	10	45%
Total	22	100%

The table (21) shows that the majority of students (58%) agree that the teacher should use the students' L1 only when faces problems. 45% do not have the same point of view as the others.

III-1-2-3- 11-Question seventeen: please add other comments on the use of Arabic in English classrooms.

In this question, nine students have responded. Mainly, they all have the same ideas that not all students can really speak English. So, this is the emergency case that requires the switch to Arabic to make them feel comfortable and to help them understand the lesson and clarifies ideas for them.

III-1-1-1- discussion of findings

This part discusses the findings of the current study and answers the research questions that have been raised in the introduction ; whether students and teachers and students hold positive or negative attitudes towards the use of

Arabic in English classrooms, for what purposes this switch occur, and who switches more ; teachers or students.

First, in interpreting the results obtained from the analysis of students' questionnaire, especially, the results of the question twelve, and fifteen, we notice that the most of students (see table…) hold a negative attitudes towards the use of L1 in FL sessions. Besides, 59% feel annoyed and discomfortable and hope that their teacher uses English only and avoid Arabic, also they view that in English classes, only English that should be used because it is the only context where in they have the opportunity to use English, since they do not have the chance to use it daily in their normal life. So if the English is replaced by L1 this will prevent them from becoming fluent speakers of English, and develop their mental laziness in progressing their level in English.

III-1-2- Analysis of teachers' interview :

The present interview was conducted with four (04) English teachers at Immam-Malek secondary school behind the aim of knowing whether they hold positive or negative attitudes towards using L1 in EFL classrooms.

The first and second items aimed at knowing the gender of each teacher and how many years of teaching experience in the secondary school each teacher has. The answers showed that all of them are females and their experience ranges between one and fourteen years of teaching in secondary school. All their responses are summarized in the following table.

Table N°22: teachers' gender and experience

teacher	gender	Years of experience
01	Female	04
02	Female	14
03	Female	04
04	female	01

Concerning the third question, teachers' responses showed that three of them are full-time teachers, while only one teacher is a part-time teacher. By

asking the fourth question, the interviewer gets that three teachers hold the licence degree. whereas, only one teacher hold the master degree.

With regard to the fifth question, three teachers declared that they face problems when teaching English and all of them shared one big problem in common which is that's of having some students that are not motivated to lear on or believing that learning any other foreign language is just a waste of time or less important. On the other hand, one teacher asserts that she has no problem.

Dealing with the task of using Arabic, in the sixth and seventh questions, three interviewees' responses shows that they use Arabic while teaching because they view it helpful, and it allows the low-level students to participate or in the case of emergencies. But one teacher never uses the Arabic, she saw it not helpful and learners should use only English in order to develop their skills especially speaking and writing.

Three teachers, those who support using L1, thought that it is necessary to use Arabic in order to explain new vocabulary and some grammar points. But one teacher ,who didn't support the use of L1 view that it is possible to switch to L1, just when dealing with behavior problem.

Concerning the effects that the use of L1 may have on EFL students, two teachers said that the use of Arabic can never have more negative than positive effects on the EFL students. Whereas, the two other teachers said that it is negative because it prevents learners from developing fluency and accuracy in English. besides, it develop students' mental laziness.

In the last question, some suggestions have been presented by some teachers, about the issue of using L1 in EFL classrooms. two teachers view that using English is a positive deal, to some extent, and they use it to attract some students, when they aren't listening or following with the teacher or even to explain and clarify new words to help the low-level students

III-1-2-1- discussion of findings

Second, in interpreting the results obtained from the teachers' interview, we come to answer the first part of our main research question, especially, the results gained from the questions six and seven. We notice that more than the half of item teachers, who participated in this interview (03 teachers), answered that they support the use of Arabic in EFL classrooms. And from the results of the question seven, the majority of teachers (75%) who prefer the use of L1, claimed that for more positive results, teachers can use their L1 because they view it as a very helpful tool. The results show that the most of our participants said that the Arabic language should not be completely rejected from EFL classrooms, but rather it can be used in a systematic and a balanced way.

III-1-3-Analysis of classroom observation

In the present survey, for the sake of collecting pure and natural data, and in order to give credibility to our data, this classroom observation has been selected. The researcher has attended four sessions, writing down some information about the classroom atmosphere encompassing : the teacher relationship with her students and the language being used during instructions. Those information may enrich us with a valuable data that are going to be trated qualitatively in a form of texts.

In analyzing our classroom observation, we shall start by the most important issue, which is the teacher-student relationship, since it is the key concept to the success of the learning process. What was observable is that there was a very strong relationship between them, respecting each other, and that's what lead to a very peaceful classroom, having any sort of behavior problems. Similarly, students share the same kind of relationship among them, respecting and helping each other, under a circumstance that may be the essential factor behind such relationship, which is the classroom atmosphere, since it was no crowded and well organized. The researcher has observed that the teacher during all sessions, came at time and did no absences. She was always starting her

lessons at time, continuously, then give her students the chance for taking a rest for 5 to 10 min at the end of the session.

The fact that all students have a good behavior doesn't essentially confirm that they are all interested in the lesson or in the English language in general, based on that the researcher has observed that not all students were participating, but just few of them.

The first session that the researcher attended was just a revision of the previous lesson they had, which was about how to conduct a survey. This lesson was a premise for a researcher to start collecting data that serve our hypothesis, which is about the language being used between the teacher and students. The teacher started brainstorming with her students using the english language, and of course using full-sentences, gramatically correct. Whereas, students were participating, using just isolated items and here is an example :

the teacher : what are the steps of a survey ?

student1 : interview.

Student2 : questionnaire

And then they start discussing the steps together, using a simple English.

The same remarks have been observed during all the sessions that the researcher attended.

By the lesson becoming hard to be grasped by the students, the switch to Arabic started by both teacher and students. The teacher uses the term « souk » which means « the market » in AA (Algerian Arabic), to clarify an idea to a student, who were asking about a survey whether it is to be done only in formal settings or anywhere. Besides, the teacher were obliged to switch to Arabic, when a student ask for explanation of the word « a self-made man », which find it difficult to be understood in English, and of course she uses an Arabic word for the explanation. However, in some cases she uses the French instead, then, the

Arabic after. Another technique (as it is named by the teacher), she uses to reach the well understanding of her students is using gestures in order to avoid the overuse of L1 in classroom.

In an activity the teacher tried to help her students to find out a word that was already used in their previous lessons, in order to construct a conclusion for the survey they were working in. The students cannot remember it till the teacher uses a gesture that make them remember and pronounce it in English.

By the end of each session, as it is already noticed before, there was always a time for a rest, while the students are left free to discuss whatever they want , using any language they prefer. What was strongly remarkable is that both teacher and students speak with each other using their mother tongue and totally exclude the English language, accept, the goodbye expressions.

III-1-3-1- discussion of findings

From all what have been analyzed in the classroom observation, we notice that the most of time the teacher is the one who switches to L1 in order to explain difficult concept or when the student ask for more explanations, since she is the responsible of transmitting the lesson and getting her learners understanding . However, students ,all the time, were avoiding to use their L1 during the FL process behind the purpose of getting to be familiar with the English language , and avoid being always associated with their L1 because they view it as the reason behind their low-level in the English language . These remarques were all taken during instructions . But, during the break-times , the switch occur by both teacher and students .We conclude that teacher uses L1 in English sessions more that students, and this goes hand in hand with our third hypothesis previously mentioned and confirm it .

III-1-4-discussion of Main findings

From the analysis of students' questionnaire, we notice that the majority of students do not neither prefer using Arabic, nor feel comfortable, in contrast, they feel annoyed when their teacher switch to L1, and hope that she uses only

English. Even though there were some students who prefer rejecting their L1 and work just with English, there have been some students who have not a total negative view towards the issue, since they saw Arabic as a helpful tool that is not of the most important, but just to gain time for understanding their lessons as fast as possible. Some students believe that the fact that some students can not grasp the English language, is the emergency situation that requires the presence of their L1.Furthermore, most of students claim that teachers are allowed to use Arabic just in order to clarify concepts and ideas that are so hard and difficult to them. That is, they strongly believe in the systematic use of L1 because its overuse may prevent their fluency in English .

The students of good level added further comments concerning this issue. they believe that Arabic is suitable in the classroom, just in the case of having some classmates that have difficulties in English, and allow the low-level students to participate.

The results gained from the students' questionnaire showed that Arabic should not be used among FL secondary school students, despite the fact that they believe in its valuable role and helpfulness, and because they view that depending on the fact that almost all people of our region avoid using foreign languages, especially English. so there is no place to practice the English, unless, in classroom. But this chance may be destroyed if it is replaced by Arabic. In the sense, 55% agreed on the idea that the mother tongue should be used when they face problems. So all the results taken from the students' questionnaire, discussed in this part, infirm the hypothesis of the second part of our main research question.

From the analyses of teachers' interview, we notice that based on the fact that many secondary school students face many comprehension problems, and of course the teacher applies many strategies to help her students and solve their problems, among these, the use of L1. Besides, the majority of teachers (75%) agree on the use of Arabic and view it as a helpful tool that is needed sometimes, to some extent.

Generally, the results obtained from teachers' interview indicate that almost all the teachers agree that the use of L1 exist in the learning process as a strategy to some extent, and it plays a vital role, it may be used as a final solution. Moreover, they believe that the appropriate use of L1 in FL classes help students positively in their L2 learning process. The results discussed from the teachers' interview, confirms the hypothesis of the first part of our main research question.

Dealing with the question eight, which serves the second hypothesis, more than the half of our participants (64%) believed that the Arabic can be used in EFL classrooms, just in order to get more explanation in the case of facing difficulties in English. Based on that, and from what has been discussed and analyzed, these results go hand in hand with our hypothesis and confirm it.

By the results obtained from the classroom observation, we come to declare that our third hypothesis, has been confirmed. Thus, teachers are the most ones who switch to their native language more than students, for the sake of passing their lessons in a good manner.

III-2- Conclusion

Through This chapter, the researcher highlighted the main findings and find out answers to our research questions and test our hypothesis. It contains the different procedures of analyzing, discussing and interpreting the collected information both qualitatively and quantitatively for the sake of presenting valid data. Besides, to some pedagogical implications and limitations of the study. It ends up by a drown general conclusion.

III-3- pedagogical implications:

This research is of a huge importance at an academic level. Facilitating the second language learning process is one of the most important, that EFL teachers should pave the way to. A huge number of tools might be adopted by teachers, among these tools, the use of the mother tongue inside the class.

Algerian teachers of English believe that they use L1as a solution to explain the L2 learning difficulties, based on the fact that too many exposure to

the students' L1 make them be reliant to it. since they know that their students need their L1in their L2 learning process ,Teachers have the responsibility to guide this use. Teachers must use the learners' mother tongue in a systematic way, regarding its carful use. moreover, Another Important point is that, using L1 by teachers is not actually a matter that are so pleased with, but sometimes the teachers find themselves obliged to do so, regarding the low-level of their learners.

III-4- Limitations of the study

Like any other research, this study consists of some difficulties and limitations, despite the methodology that has been followed to fulfill it. The first limitation faced this study, is that the sample was not large enough as to have so many different views, consequently, generalizing the findings on the whole population may look impractical.

Another factor to consider, is that it would be better if the researcher could devote a questionnaire for teachers in order to have much information, that have been refused by them during interviewing because they want the keep their points of view as private as possible.

General conclusion

The benefit of using L1 in foreign language learning has been recognized by many researchers. It should be noted that L1 remains a natural resource in L2 learning. Our main aim of this survey is to answer a set of questions that have been raised in the general introduction. The first question is to see whether Algerian EFL teachers and secondary school students hold positive or negative attitudes towards the use of the learners' mother tongue. To see for what purposes the L1 is used, and finally to see who tends to switch more, either teachers or students. A questionnaire for students, an interview delivered to teachers, in addition to a classroom observation, is the methodology that has been used to fulfill the objective of this study.

The results of the present study showed that students hold negative attitudes, and teachers hold positive attitudes toward the use of Arabic in EFL classrooms. Participants in this study (teachers and . The study findings also showed that the switch to L1 by teachers and students inside the class, occur for the purpose of explaining difficult concepts or ask for more explanation.

It is our hope that this work has contributed to give a suggestion of Algerian English students and teachers attitudes towards the use of the mother tongue in an EFL classroom, and can pave the way to other related works.

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Appendix A : Students' Questionnaire

Students' Questionnaire

Dear student,

This questionnaire is part of a research work; it is designed to investigate your attitudes and beliefs towards using your first language, Arabic, in English classes. We would be so grateful if you could respond to the following questions honestly because your answers will help teachers and educators to better understand your needs. Please, tick (√) the appropriate box and/ or provide full statements whenever necessary.

Thank you in advance for your cooperation.

Section One: **Background Information**

1. Gender
   a. Male ☐
   b. Female ☐

2. Age**:**……years old.

Section Two: Students' attitudes towards English as a foreign language

3. Do you like learning English?

a. Yes ☐

b. No ☐

If your answer is "NO" please say why?

……

4. Do you have any difficulties in English?

a. Yes ☐

b. No ☐

If your answer is ***Yes***, do you have difficulties in

a. Grammar? ☐

b. Vocabulary? ☐

c. Writing? ☐

d. Speaking? ☐

a. Reading? ☐

b. All of them ☐

5. Do you use an English- English dictionary?

a. Yes ☐

b. No ☐

If your answer is NO

a. Do you use an English – Arabic dictionary? ☐

b. You do not have any dictionary ☐

6. Do you understand all what your teacher says in English?

a. Yes ☐

b. No ☐

If **No, do you**

a. You ask him/her to repeat the explanation in English ☐

b. You ask him/her to repeat in Arabic ☐

c. Others, please specify……..

Section Three: Students' attitude towards using the mother tongue (Arabic) in EFL Classroom

7. How often do you use Arabic in English class?

a. Always ☐

b. Usually ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

.....

yhW?

8. Do you use Arabic in class to

a. Ask for more explanation? ☐

b. Ask for permission? ☐

c. Participate? ☐

d. For other purposes; please, specify ……..……

……..

9. In a group work, do you prefer to use Arabic with classmates

a. Because you want to finish class activities faster. ☐

b. Because you get used to speaking Arabic ☐

c. Because you cannot speak in English ☐

d. Others, please specify……
……...

10. Do you think your teacher of English should use Arabic?

a. Yes ☐

b. No ☐

If **Yes, how** often?

a. Always ☐

b. Sometimes ☐

c. Very rarely ☐

11. When your teacher uses Arabic, do you feel

a. Comfortable? ☐

b. Annoyed and hope that s/he uses English only? ☐

c. Others, please specify……..

…….

12. Do you think your teacher of English should use Arabic in class to

a. Explain new vocabulary? ☐

b. Explain grammar points? ☐

c. Clarify difficult concepts or ideas? ☐

d. For other purposes; please specify …….

……

13. How helpful is using Arabic in the English class?

a. Very helpful ☐

b. Helpful ☐

c. Not helpful ☐

If your answer is A or B, does Arabic help you to

a. Learn new vocabulary ☐

b. Understand the lesson better in a short time ☐

c. Others, please specify ……..……
……..

14. Does using Arabic motivate you

a. To participate in English classroom activities? ☐

b. To express your feelings and ideas that I cannot explain in English? ☐

c. Both of them ☐

15. Do you think that the use of Arabic prevents you from becoming a good speaker and writer of English?

a. Yes ☐

b. No ☐

If ***Yes***, please say when? ……
……
……

16. Do you really think that the teacher of English needs to use Arabic only when students face problems?

a. Yes ☐

b. No ☐

17. Please add any other comments on the use of Arabic in English classrooms

……

……

……

……

…..……

Thank you!

Appendix B : Teachers' Interview

Dear teacher,

The present interview seeks to collect some information about the issue of using mother tongue in FL classrooms. It is, also an attempt to know what are the teachers' attitudes towards this issue. Thus, you are kindly asked to answer the following questions sincerely for it is important for the success of this work .

****

1. What is the highest degree that you hold ?
2. Are you a full-time teacher or a part-time teacher ?
3. How many years you have been teaching English at the secondary school ?
4. Do you face any problem when teaching English ?
5. Do you use Arabic in the EFL classroom ?
6. How helpful is Arabic in the EFL classrroom ?
7. When do you think it is necessary to use Arabic in EFL classes ?
8. Do you think that the use of Arabic can have more negative than positive effects on EFL students ?
9. Would you add any other suggestions about the use of Arabic in EFL classes, if you have !

Appendix C : teachers' answers of the interview

Teacher one :

1. I have the master degree.
2. I am a full-time teacher.
3. I have been teaching about four years.
4. Actually, I face problems when teaching especially, when some students seem not interested, so That makes me depressed, and this is the most difficult problem for me.
5. Yes, of course I use Arabic while teaching, because I feel that it allows the low-level students to participate .
6. I believe that Arabic is extremely helpful.
7. I think that using Arabic is necessary in the case of explaining new vocabulary.
8. I don't think so.

Teacher two :

1. I have the licence degree.
2. I am a full-time teacher.
3. I have been teaching about fourteen years.
4. Yes because I face some students in my class that are not motivated to learn.
5. Yes, in some cases I do, I use it just the same way like any other aid to attract the learners' attention or to give them concrete examples from their real life experience, and for more understanding it would be better to be said by their mother tongue.
6. I is helpful, really.
7. I think it is helpful to use Arabic to explain the new vocabulary and some grammar points.
8. Yes, because it can prevent learners from developing fleuncy and accuraccy in English.

Teacher three :

1. I have the licence degree.
2. I am a full-time teacher.
3. I have been teaching about four years.
4. No I have no problem with teaching the English language.
5. No ,I don’t use Arabic while teaching.
6. It is not helpful at all.
7. I use Arabic just to deal with behavior problems
8. No, I don’t think.

Teacher four :

1. I have the licence degree.
2. I am a part-time teacher.
3. I have one year been teaching.
4. Yes, when facing students who believe that learning any other foreign language is less important.
5. Yes I use it to include the low-level students.
6. It is helpful as to reach the students understanding.
7. I use Arabic to explain the new vocabulary.
8. Yes, it develops the students' mental laziness.

Résumé:

L'utilisation de la langue maternelle dans l'enseignement d'une langue étrangère est un sujet contestable. Les partisans de l'approche monolingue ont suggéré que la langue étrangère doit être la seule langue utilisée en classe. Les protagonistes de l'approche bilingue, en revanche, ont affirmé que la langue maternelle est un outil important qui peut faciliter l'apprentissage de l'anglais. Cette étude a été menée pour examiner les attitudes des enseignants et des étudiants algériens envers l'utilisation de la langue maternelle (l'arabe) dans les classes de l'ALE. Pour atteindre cet objectif, un questionnaire a été livré à vingt-deux étudiants au lycée IMMAM-MALEK a Ain Sefra .En plus d'une Interview avec Les enseignants au niveau de le même lycée. Et en fin une observation du class pour voir est-ce-que les enseignants utilisent plus la langue maternelle ou bien les étudiants .Les résultats du questionnaire des élèves ont démontré que la majorité des étudiants ont une attitude négative à l'égard de l'utilisation de leur langue maternelle.59% d'entre eux ont affirmé qu'ils se sentaient pas à l'aise quand leurs professeurs d'anglais utilisaient l'arabe. Les résultats de l'interview des enseignants ont révélé que la majorité des enseignants croit que l'utilisation de la langue maternelle est utile, et ils ont ajouté que l'arabe aurait des effets positifs quand il n'est pas utilisé abusivement. Ainsi, les résultats des recherches ont montré que l'utilisation systématique et limitée de la langue maternelle pourrait être bénéfique dans l'apprentissage de l'anglais comme langue étrangère.

Les Mots Clés : Attitudes, Langue maternelle, L1, première langue

ملخص:

إن موضوع استعمال اللغة الأم أثناء تدريس الحصص الأجنبية يعتبر من المواضيع المثيرة للجدل ،حيث أثار هذا الأخير جدلا واسعا بين العديد من اخصائي هذا المجال. إذ يرى دعاة المنهج أحادي اللغة أن اللغة الأجنبية يجب أن تكون اللغة الوحيدة المستخدمة في الفصول الدراسية ،اما انصار المنهج ثنائي اللغة فيرون اللغة الأم كوسيلة قيمة من شأنها تسهيل تعلم اللغة الإنجليزية. يهدف هدا العمل إلى دراسة مواقف المعلمين و الطلبة الجزائريين إزاء استخدام اللغة الأم (العربية) في الفصول الدراسية الإنجليزية كلغة أجنبية. تحقيقا لهذا الهدف و للحصول على معلومات كافية تم توزيع استبيان على طلاب السنة الثانية ثانوي على مستوى ثانوية الإمام مالك بالعين الصفراء و كذا تم إجراء مقابلة شفوية مع مجموعة من أساتذة اللغة الأجنبية في نفس الثانوية بالإضافة إلى القيام بملاحظات للأقسام.

أظهرت نتائج الاستبيان أن أغلبية الطلاب لديهم نظرة سلبية نحو استخدام لغتهم الأم، حيث قال معظمهم أن الاستخدام غير العقلاني للغة العربية من شأنه التأثير سلبا عل تعلم اللغة الانجليزية و لهذا فإنه من الأحسن تجنبها بعض الشيء و العمل بها لا يسمح به إلا لضرورة ماسة. بالإضافة إلى أن 59 % منهم لا يشعرون بالراحة عندما يستعمل معلموهم اللغة العربية، اما نتائج المقابلة فكشفت أن الغالبية العظمى من المعلمين يعتقدون أن استخدام اللغة الأم مفيد، و أضافوا ان اللغة العربية تكون لها اثارا جانبية عندما يبالغ في استعمال لذلك أظهرت نتائج الدراسات أن الإستحدام المنظم و المحدود للغة الأم قد يكون مفيدا في تعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية : المواقف ،اللغة الأم ،اللغة الأولى .