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The impact of the mother tongue in EFl classrooms

The Case of first year " Lamouri Mohammed Middle School"

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Presented by:Supervised by:

Barkaoui Samira — Mrs. Khadem GOUABI

Board of examiners:

President	Dr. Nabila EL HADJ SAID	**Naama U.C**
Supervisor	Mrs. Khadem GOUABI	**Naama U.C**
Examiner	Mrs. Asma MERINE	**Naama U.C**

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I dedicate this humble work to my dearest family

My parent for their constant support and love.

To my friends :Souhila , Yasser , Meriam

My nephews :Rabie , Israe ,Sojoud , , Manel ,Malak and Siraj

A special thanks to my dear teacher Miss Gouabi for her encouragement and assistance.

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ABSTRACT

Developing English language skills need schoolroom experience and teacher's instruction, and the ability of learners to acquire a foreign language. Furthermore, Teaching English is the field of study that involves learners to develop their skills and their vocabulary because English has an important role in the life of the individual and society. Thus, the present study attempts to investigate and explore the reasons that make teacher of 1st year middle school uses Arabic in EFL classroom and its impact on the teaching learning process. To achieve that, this researcher used questionnaire to be filled by 1st year student at Emuri Mohammed middle school and an interview to be conducted with english teacher. The collected data are analysed both qualitatively and quantitatively .In general, results show that the majority of teacher use Arabic while teaching English as a foreign language. Moreover, the results also revealed that the use of the mother tongue can impact the learning process in positive and negative manner to improve their speaking skills.

List of Acronyms and Abbreviations

EFL : English As a Foreign Language

CBA : Competency Based Approach

L1 : First Language

TEFL : Teaching English as a Foreign language

CBLT:competency based language teaching

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General Introduction

GENERAL INTRODUCTION

English is one of the most important languages in all parts of the world Internationally, it is the most accepted language in all fields of knowledge , Algeria is one of the most interesting countries in the developing world because it is the most widely used language in the world , in terms of work , studies , technology communication across different nationalities , cultures and civilizations of english language , the world has become just a small village . All humain being can communicate and exchange ideas and discover new cultures and acquire new skills ,so thanks to this language which allowed them to practice new and keep abreast to technological development and modernization .

People feel connected to their cultures and their homes and are trying hard to adhere and communicate with their mother tongue ,through and adherence to the first language is kind of commitment to the first language is a kind of adherence to their own cultures as a student or teacher of english language alike , and this is always witnessed the issues of conflicting opiniou and a difficult problem ,especially the use of the mother tongue within the sections of learning foreign language .The question arises why they speak Arabic while trying to learn english at the same time ?

Accordingly, the following research questions are asked to cover the researchscope : How can the use of the mother tongue impact the acquisition of english in first year middle school classroom ?

In addition the following sub-question are added to be under investigation :

*Why does teacher switch between Arabic and English in classroom ?

*How can teacher help student to avoid the use of Arabic in English classroom ?

*Does the use of Arabic influence the learning process positively or negatively ?

On the basis of what has been stated before ,the following hypothesis are proposed to answer the research question ,the following hypothesis is proposed :

*May be the teacher are restrictive by diffrent factors and causes that make them use Arabic while teaching English including the following , some learners have problems in listening skill ; because of thefaster talk , some have problems in language knowledge which consists of vocabulary and pronunciation , other have a lack of confidence .

*May be there is no interaction between teacher and student in classroom .

*May be the use of Arabic impact the learning process.

Furthermore, this reaserch paper includes two chapters , the first one is devoted to literature review , which emphasizes the main points and key concepts of the subject matter ,and it is concerned with the theoretical assumptions that have relation with the research .For the second chapter , it is devoted to the practical part it is related to the research tools that are selected to collect the necessary data from the participants .In addition it is based on the results that are obtained from the use of questionnaire and structured interview for the student of Lamouri Mohammed first year middle school and her teachers of English in Mecheria city in which the results obtained are analyzed quantitatively then interpreted .

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1-1INTRODUCTION

English is one of the most important languages in all parts of the world .Internationally, it is the most accepted language in all fields of knowledge , Algeria is one of the most interesting countries in the developing world because it is the most widely used language in the world , in terms of work , studies , technology communication across different nationalities , cultures and civilizations of English language , the world has become just a small village ,All communicate and can exchange ideas and cultures and acquire new skills, thanks to this language which allowed them to practice new and keep abreast to technological development and modernization .

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*May be the difficulties in speaking skill are caused by different factors including the following , some learners have problems in listening skill ; because of the faster talk , some have problems in aquire knowledge which consists of vocabulary and pronunciation , other have a lack of confidence , they feel afraid of making mistakes while speaking.

*May be there is no interaction between teacher and student in classroom

*May be the use of Arabic impact the learning process.

Furthermore, this research paper includes two chapters , the first one is devoted to literature review , which emphasizes the main points and key concepts of the subject matter ,and it is concerned with the theoretical assumptions that have relation with the research .For the second chapter , it is devoted to the practical part it is related to the research tools that are selected to collect the necessary data from the participants .In addition it is based on the results that are obtained from the use of questionnaire and structured interview for the student of first year middle school and her teachers of English Lamouri Mohammed in Mecheria city in which the results obtained are analyzed quantitatively then interpreted .

1-2- The teaching of English as a foreign language in algeria

Language has an important role in the life of the individual and society because it is one of the most important means of communication and interaction between the different countries of the world as it is a system of communication so that humans can communicate with each other by sharing ideas and beliefs and cultures,according to Noam Chomsky (1957)****Language is a set of finite number sentences , each finite inlength and constructed out of a finite set element , language is used for many purposes regardless of the native of**

language either native or a foreign one** , As everyone agrees with the importance of English language on all levels. English is taught as a compulsory course starting from the first year middle school . However ; being a first foreign language in the educational system , and due to historical and social reasons ; the Algerian curriculum develop English as a first foreign language after French in educational system , English language is taught in middle ; secondary schools and universities it is mostly used in the formal classroom environment other than in school , use it for daily communication purposed and even in some , economic , touristic , cultural, andindustrial . Institution.And the aim behind teaching or learning English as a foreign language in Algeria is to develop the sociocultural ,humanistic, educational and academic objectives because English is the international language in the world . There are many reasons that make learning English so important, because it is the most spoken language in the world and the official language in a large number of countries. So English is the most common language spoken everywhere, it's one tool to establish our view point.

In Algeria, students start to to learn English at the age of eleven from the first year middle school and lasted for seven years ,four (4)years in the middle school and three(3) years in the secondary school with a rich syllabuses working with the new methodology which is competency based approach learning another language is like becoming another person because we live in a multilingual world and it is very important to know more than one language.Many people have studies one or more languages besides their mother tongue ,there are many reasons for this and lot of advantages like to cover a variety of learning skills , learning another language can help you to build your personality. To improve yourself to be aware of other cultures to open mind, to increase our knowledge and to understand our own language.that is why people who learn a second language show a greater cognitive development in their mental, imagination creativity and higher order thinking skills like problem-solving and so one people who learn and speak a lot of languages have the

abilities to show differences in their personalities and clear in the way of speaking and making conversation with other people. According to DAVID CRYSTAL(2003.p9)**Language does not become a global language because of its intrinsic structural properties , or because of the size of its vocabulary .or because it has been a vehicle of a great literature in the past , or because it was once associated with a great culture or religion, these are all factors which can motivate someone to learn a language **it means that learning language such as English as a foreign language is a key for awareness and human cognitive development learning a new language especially English because helps Algerian learners to develop their future life style.

1-3- Bilingual education in the algerian schooling system .

Bilingual education is a type of education so that the information can be explained and given to students in two or more languages in other words , a system of learning in the use of more than one language while providing information it can be in two or more languages, technically , any educational system that utilized more than one language is bilingual. Bilingual education is the pathway to bilingualism provides a multidimensional view of language learning that contains five categories, individual , societal , family, school and disciplinary. Bilingual education is a program of instruction that uses the student's language as a tool of instruction while they begin learning English .it means to help the student to use both native language and a second language. Algeria , a country that was colonized for many conturies , predominate by the french . the colonized imposed their language on the people of Algeria in a nationalizing process. Which greatly influenced the spoken language, in Algeria the linguistic situation is quiet complex which makes it an interesting domain of research for sociolinguistic studies. The cohabitation of many language such as standard Arabic, the Algerian Arabic called **Darja**and Berber, which is spoken in some areas of Algeria and french , so this is the reason that many Algerians are diaglossic, bilingual and even multilingual.

The Algerian learners have to use their efforts and capacities to achieve their goal which is to know more about the foreign language which is English and also must have the curiosity to have more knowledge about the different aspects of English in general.

Actually, a new methodology of work was adopted which is competency – based approach, English language is taught as a compulsory course starting from the first year middle school. Through being a second foreign language in the educational system.

1-4- The competency Based approach

1-4-1 Definition of CBA

A competency based approach is an educational method that relies on learning outcomes or outputs or conclusions in the development of language programs .This approach seeks to develop student's competencies so that they can cope with any problem they encounter in their daily life, In addition to that it targets to help students use what they learned in other conditions, therefore competency based approach links both school life and real life setting to form competent students in society. It was defined by the Us office of education as a performance based process leading to demonstrate mastery of basic life skills necessary for individuals to function proficiently in society. In other words the competency-based education is an outcome-based instruction and adaptive to the changing needs of student's , teacher's and the community. Competency based approach was implemented in Algeria since 2003 in all the educational system levels , primary, middle, and secondary schools excepts for universities new curriculum and books were published for all the educational levels competency based approach has become a privileged topic in curriculum discourses as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviors in a personal independent way to address challenges.

So there are different models of curriculum development, some focusing on knowledge transmission and assessment of such knowledge and othersmore on skills and personal development. The competency based approach is a very popular approach which focuses on measurable and useable knowledge skills and abilities. It consists of teachers basing their instruction on concepts expecting to foster deeper and broader understanding.

Therefor there are various examples of curriculum development some of which focus on the exchange of knowledge transfer and evaluate of such knowledge and others on individual skills and personal development.

1-4-2-Characteristic of competency based approach.

According to Richard and Schmidt(2005P94)the competency based approach is an approach to teaching that focuses on teaching the skills and behaviors needed to perform competences , competences refer to the students ability to apply different kinds of basic skills in situation that are commonly encountered in everyday life it means that the competency based approach is based on a set of outcomes that are derived from an analysis of tasks learners wanted to perform in real life situation.The application of the principals of this approach to language teaching is called Competency Based Language Teaching Which is believed to improve the quality of teaching and learning because of its focus or learning outcomes.

There many features involve the application of competency based approach programs in language teaching :

1) Incentive for positions in society and the purpose is to make the student to be independent to face the difficulties of the world .

2) Focus on life skills rather than language teaching in isolation this study focuses on teaching language as a communication function on short assignments where the needs of the student are determined and only the special skills required

3) Focus on behavior rather than knowledge as ability to use language and skills.

4) Students are tested continuously to try to identify their skills, what they lack and to pursue goals and retake.

5) Focus on exceeding goals in terms of performance rather than evaluating paper and pencil to detect predefined behaviors.

These features reflect a tendency towards learner centeredness hence the focus on the specific language skills that are needed to function in a specific context in addition to that in (CBLT) more attention is given to learning outcomes rather than methodology or classroom process.

Despitethat , critics see that competency based language teaching is not always feasible , and it seems to be more suitable for technical teaching programs for adults.

1-4-3-Competency Based Approach in Algeria Educational System.

Teaching English as a foreign language in Algeria middle school describe the methodology chosen to teach the syllabus which is the competency based approach .Algeria has adopted a new educational system called the Educational Reform characterized using the competency based approach (CBA)its goal is to modernize and develop education to face globalization requirements .This reform thus introducing ICT's use and focusing on foreign language teaching without falling into the trap of losing one's identity and acculturation .This goal is not an easy task to accomplish ?especially when it comes to language planning the concern of the present paper is to give a panoramic view on EFL policy in the algerian educational system , with focus on the middle school level , and its different objectives seen by policy makers . it attempts to have a bird's eyeview on the general situation of EFL teaching in the Algerian educational system after the adoption of the CBLT method (the competency based language teaching).Eventually , it unveils some practical problems faced

in the Algerian classroom , and analyses them showing to which extent they might hinder thedevelopment of EFL teaching /learning classroom mostly in the middleschool .Algeria is giving importance to foreign language , particularly English which is promoted through a special acquisition planning that begins from first year middle school , attempting to form competent users of English .However , when it comes to real classroom practices of EFL teaching , the situation still has some complexity that have to be reconsidred in EFL acquisition planning in order to come more effective results

The teacher and student also have a big role in applied the competency based approach; teachers who will draw on their professional skills in subject matter, methodology, in decision – making and in social skill to enable the learners to achievers , this also requires a style based on reflecting on what ,why and how to teach , their role is to facilitate the process of language acquisition through the development of appropriate learning like hypothesis testing . we can also say that the teacher in classroom is a researcher an important aspect of his job is watching , listening and asking questions in order to learn more about how they learn so that teachers may be more helpful to students . This kind of watching and listening may contribute to teacher ability to use what the classroom experience provide him or her to create contextualized and meaningful lessons – on the other hand the student ‘s role in the competency based approach as the programme is based on socio –constructivism , the learner should go through a process of personal appropriation , questioning his own connections .This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates , to search for new information affective and motivational strategies in order to set a balance between his previous knowledge and his newly acquired knowledge ; it is essential to note that negotiation is an important aspect of a constructivist classroom , it unites teachers and student in a common purpose .Another quality of a constructivist classroom is its interactive nature.

1-5-The use of the mother tongue in EFL classrooms

The use of the mother tongue in teaching a foreign language is a controversial and argumentative topic, while some researchers, claim that the mother tongue should not be used in foreign language classroom, others think that it makes a valuable contribution of the learning process so both the teachers and students can use the mother tongue in english classroom language learning is a continuous process. That's why a focus should be given to the learners level, age and the teachers perceptions to teach the language .so the question that came to our mind is how the teach can teach a foreign language without using Arabic in english classroom ?

1-5-1-Positive impact

The role of the mother tongue plays is not ignored by the researchers , the issue of whether language teachers should use the student's first language in their second foreign language classroom has always been a controversial one According to SHARMA2006-80it means that the more students are exposed to english , the more quickly they will learn and think in english. The mother tongue could be used as a mediating tool between students and teachers in language , teacher are expected to play a leadership role in the classroom. While monitoring the students who have problems with understanding the language , mother tongue can be used as a facilitator to make a task meaningful thus the students can focus on the task without difficulties. The use of native language (L1) is beneficial for language learning because it's help's in the process . (Anton_Dicamilla 1998)the advantages of using the mother tongue cannot be disregarded Al HINAI (2001p1) highlighted some advantages of using L1 by summarizing researchers ideas as bellow :

*it reduces learner anxiety and creates a more relaxing learning environment.

*It is a means of bringing the learner cultural background knowledge into the class.

*It facilitates the task of explaining the meaning of abstract words and of introducing the main diffrences in grammar and prononciation between L1 and L2 .

*L1 use gives a sense of security and helps learners from a feeling of frustration they might have within their foreign language learning to have more comprehensible input and faster acquisition.

The mother tongue can also be beneficial to maintain communication in the class the students express themselves in English when they fail to understand and when they want to clarify the meaning of word in L2 and express themselves in English.The use of Arabic in the English class maybe used to facilitate teacher. student and student-student relationship through chatting before the start of the lesson to reduce student anxiety.

So we can say that the use of arabic is defective method for learning a foreign language it is useful in certain situations when communication breaks down, using Arabic as a technique for teaching English might occur especially in the early stage of learning English, but such use must be governed by some roles. For instance, use of Arabic should be done by the teacher and not by the student.

1-5-2-Negative impact

The use of Arabic is forbidden because in all cases is not recommended , because a student sometimes thinks in Arabic , then searches in his mind for the equivalent in Arabic , when he finds it , he is happy , satisfied and has a pleasurable feeling of success , so here the teacher is the responsible and should be aware of the parameters of using Arabic in the English classroom in order to conduct his class effectively. Despite theadvantages of using L1 there are disadvantages of using mother tongue and its impact in foreign language classroom .

*The teacher and student begin to feel they have not *really*understood any item of language until it has been translated.

*The teacher and student fail to observe the distinctions between equivalence of form, semantic equivalence and pragmatic features, and thus oversimplify to the point of using crude and translation.

*Student speak to the teacher in the mother tongue as a matter of course, even when they quite capable of expressing what they mean.

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

*The time taken by an English teacher and student in using Arabic during the English classes.

We have three main consideration can be identified regarding limited use of Arabic in the english classroom. The first consideration is the student preferred strategy when he chooses to translate without encouragement from the teacher .The second consideration is a humanistic approach which lets students use Arabic to say what they want ,This appears a reasonable enough for example : ‘’How can i say ……..in english « ?the third consideration is the Arabic strategies explaining. This is certainly the reason most commonly given by teachers who advocate the use of Arabic in the English classroom.So we can understand that there are many arguments against the use of arabic in the english class.

1-6-Teacher’s Attitude towards L1 in EFL classes.

The use of the mother tongue among the English language sections is always a subject in which opinions are disputed and there is controversy, during most of the history of research on the acquisition of the second language (SLA)in Algeria This is due to the habit of teacher and attitude in giving their classes and lectures to student , and also the language of teaching and communication

within the department of both the learners and the teachers. The use of native language in in the sections of teaching the second language is not new because it has been a long time ago and has been doing several researchers and studies on this issue conflicting long ago there are usually teachers within the English sections as a new language. The use of the first language in the English language classes as a foreign language varies differ from one place to another each one has its own way of teaching , conveying information , level of understanding , methods of communication , concentration and acquisition of the minds of student ,and methodology.

The majority of junior teachers are those who start their education immediately after completing their studies always understanding the state of confusion and anxiety about some English language teaching issue in the first few experimental years of their careers.so this new situation and their new careers mostly dominated by a kind of confusion and fear whether in the lesson or face students and dealing with them and how to practice the method and the manner of application within the section without mistakes and without shortage and may this situation differs from one teacher to another because no one resembles others. Each of them has a different style and level of study, his relationship with his student's and the situation within the department all of these factors affect either students or teachers negatively or positively .Also some teachers resort to use of the first language in some situation there are those who use it to complete the meaning and there are those who use it to explain and there are those who use it as a way to convey the idea for quick understanding and time taken within the department. This is why we see the target level of proficiency varies from student to student and from institution to instituation.However the classes of teacher with experience and knowledge and they often have a high sence of responsibility and we find them more insistent and patient within the section and are aware of the status of students and can distinguish them and know their requirements by looking at them and their conversation and even if their first meeting. Especially in the first year middle school we find them strict

in their decisions and their sections are very active and similar to other teachers who do not use the first language within the sections of teaching foriegn language only to absolute necessity or use is not completely because their experience allows them to take over department as a whole and deliver the idea without facing any problem and we find them more anxious to students and prevent them from using the L1 within the department , and even sometimes scolding and rating users. Despite the fact that teachers feel that the first language can help students acquire the second language and make it understandable and easy to communicate that they are trying to prevent as much as possible within the classes and are working hard to find solutions in how to deal with users of the first language in the

1-7-Student's Attitude towards L1 in EFL classes.

There have been several studies on the use of Arabic in the second foreign language level and most of the results of these studies were similar to each other. They emphasized that students use of the first language department helps improve language acquisition and understanding of other language and subjects , not just English , so that they will be able to use their first language when they need it because this situation makes language more accessible and not a handicap in their acquisition , one of the most prominent of these studies is SHARMA 2011 studies which showed that (61/)student and (69/)teachers should use Arabic in English classes note here is that the proportion of teachers who prefer to use Arabic more than students so that students can tell that Arabic can be used to explain new vocabulary , and clarify the meaning while the majority of teacher believe that Arabic should be used to explain new ideas and concept , and the prevailing in Algeria is not so different that the first sections of the average suffer from this situation , also the use of the Arabic language for several reasons including , unable to communicate in English , Sharma to speak to colleagues in English for fear of making mistakes lack of self-confidence , the lack of assurance of the correct pronunciation of the word or sentence as a whole , the level of language creation and ability of students

and the age of students and their desire to take care of studying foreign language , thinking that they do not need them in the future in their lives or their career. There is a class of teachers who use Arabic as usual , they are strict about this subject. So there is no causes make student use arabic language because they are aware that it does not benefit them now or in the futures because it is the biggest motivation not to acquire the language well and make them do mistaks everytime.

Conclusion:

Throughout this chapter, the researcher focused on the theoretical points that have to do with the importance of teaching and learning English without using the arabic language and how it affects the students within the department and the level of their understanding and acquisition of language especially as they learn English as a foreign language and must to acquire the basic rule of language clearly for future development .

In the second chapter will address the scientific study on the reasons that push students and teachers to use the Arabic language in the sections of English and the need for the skill to speak in the future.

Chapter Two: Data collection and Analysis

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2-4-1-1 The Analysis of the learners 'Questionnaire

2-4-1-2 The interpretation of the learners Questionnaire

2-4-2- The teachers Structured interview.

2-4-2-1-The Analysis of the teacher's structured interview

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2-5 Classroom observation

2-5-1-The interpretation of the classroom observation

2-6- Suggestion and Recommandations

2-7 Conclusion

2-1 –Introduction

In this paper , the second chapter will discuss the practical part of the experiment to test the validity of our hypothesis to investigate the Algerian averages that use . The Arabic language within the English language sections especially in the middle school of Lamouri Mohammed in Mecheria . this chapter is divided into two main sections, the researcher start with designing the methodological research used in this this research withthe aim of the study , A sample of the population , the tools and observation inside the section to watch the lesson process to collect the data , then as a second part we deal with the analysis and interpretation of questionnaire for learners and the interview of the teachers with a mixture of quantitative and qualitative approaches .

2-2 Aim of the study

The objective of this research is to analyze and investigate the reasons why the teacher of the first year middle school use the Arabic language in the English classes and how it impacts and affacts the learning and development of the foreign language . the researcher try to :

-Identify the needs of learners , their desire and their lack

-Discuss the main obstacles facing the learners during the acquisition and learning of English language and the problems facing the teachers while teaching

-Ensure that the Arabic language affects the learning of English either in a positive or negative way

2-3 The Case study and Sample population

A case study means a method to deeply observe the characteristics of individuals unit according to Bromly (1990:302) defines case as **"A systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest ****

In other words , the study is the institution chosen by the researcher and specifically for the school and system that prevails within the institution in order to portray this phenomenon in its real context within a particular society for data collection , the participant of our research were middle school students and their teachers .

2-3-1 Learners

The sample of this study consist of (45) forty –five learners in the middle school Emurri Mohammed (23) Males and (22) Females, with different ages ranging from

eleven to fifteen years . this study was applied to two sections that were given to learners Questionnaire with some guidance on how to do this and why with explanation and also helped them in some of the interpretation.

2-3-2 Teacher

Our target population considers all the teachers of English at Lamouri Mohammed middle school in Mecheria . The interview was administered to four teachers, so the sample contains total of four (4) teachers from both genders . Concerning their diploma, three (3) of them have License degree and one has a Master degree.

2-4 Research Tools

Via the current research , the researcher has tried to make use of the following instruments , notably , a learners questionnaire as well as teachers structured interview also the combination of different methods can strongly help gathering more information and more efficient data in order to explore credible results to the research question .

2-4-1- The learners Questionnaire

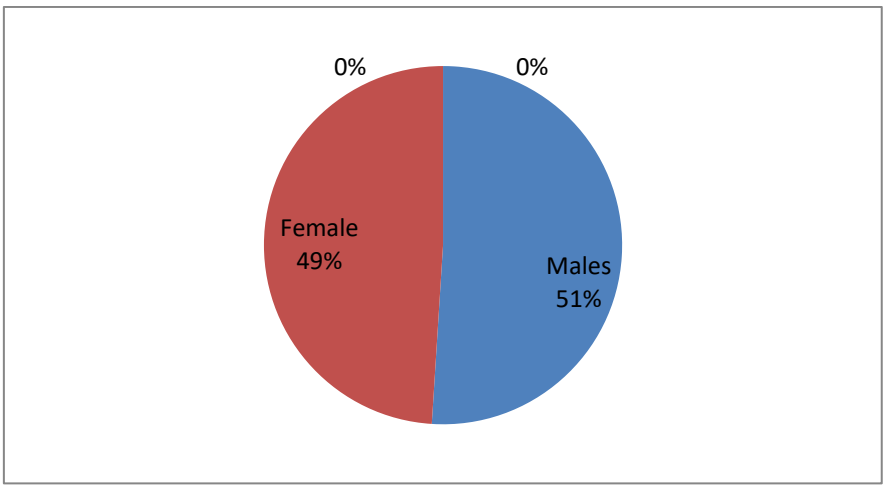
List of research or survey questions asked to respondents, and designed to extract specific information . As pointed out by Anderson (1990:207) questionnaire: **"allow the gathering of reliable and valid data, relatively in a short time**" in other words , a questionnaire might be the only instrument that can serve as a means of gathering amount of data with a minimum time and efforts . In this study the student questionnaire was distributed to (45) students , this questionnaire has been submitted to students within the department to be answered and taken at the end of lesson . The questionnaire consist of two parts . In the first part participants fill the information boxes on gender and age . The second part consists of (12) question , closed question , open question or a combination of closed open or multiple questions such as the question about the level . The researcher used quantitative and qualitative methodsto analyse the questionnaire of the students and then to interpret the results obtained .

2-4-1-1-The analysis of the learners Questionnaire

In the current study , the quantitative and qualitative approaches are used to analyse forty-five (45) learners questionnaire . The analysis covers two questions in the second part .

Part one Learners profile

Genderthe learners are asked about their gender , it aims to know the number of males and females who participate in this questionnaire .



Pie chart 2-1: Learners gender

As the pie chart above shows twenty-three (23) learners representing 51% from the participants are males, while twenty –two (22) learners that represent 49% from the representative sample are females .

Age :the researcher asks the participants about their ages , it aims to know the different ages that attend the first year middle school classes

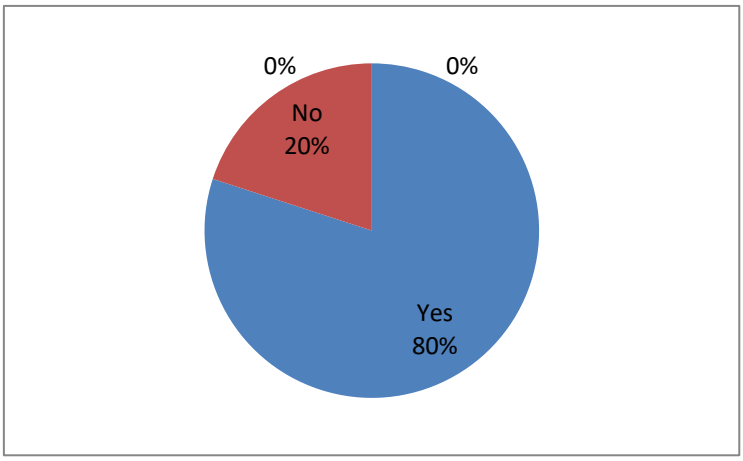
Years	11 years old	12 years old	13 years old	14 years old	15 years old	Total
Number	16	11	7	6	5	45
%	36%	25%	15%	13%	11%	100%

Table 2-1 : Learners 'Age

A quick glimpse at this table reveals that there are five (5) age groups in our selected sample . it different from group to group and their ages vary between 11to 15 years old .

Part Two : The identification of learners level , lacks and needs .

The first question , closed question aims to know if the learners understand their teacher in classroom.



Pie chart 2-2-Learners comprehension

The pie chart above represents the learners answers to the third question (36) learners represent 80% from the whole population said yes , and nine (9à learners represent 20% from the whole population said no .

Regarding the fourth(4) and(5) fifth question are closed question , the learners are asked whether they speak Arabic or English or both in classroom , in the question (4) four , while in the question five (5) is asked about their favorite way to explain new items in the classroom.

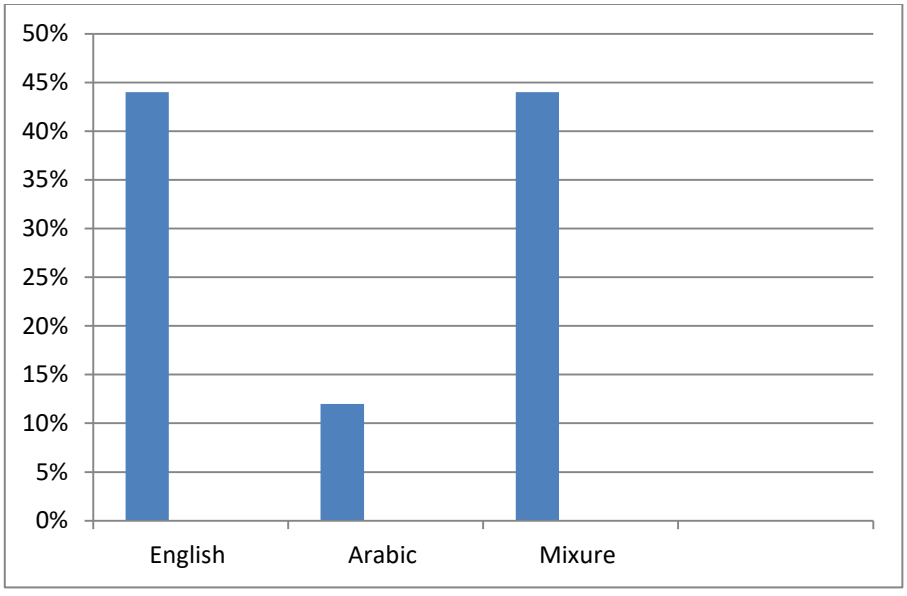


Figure 2-1 Learners ability to express orally

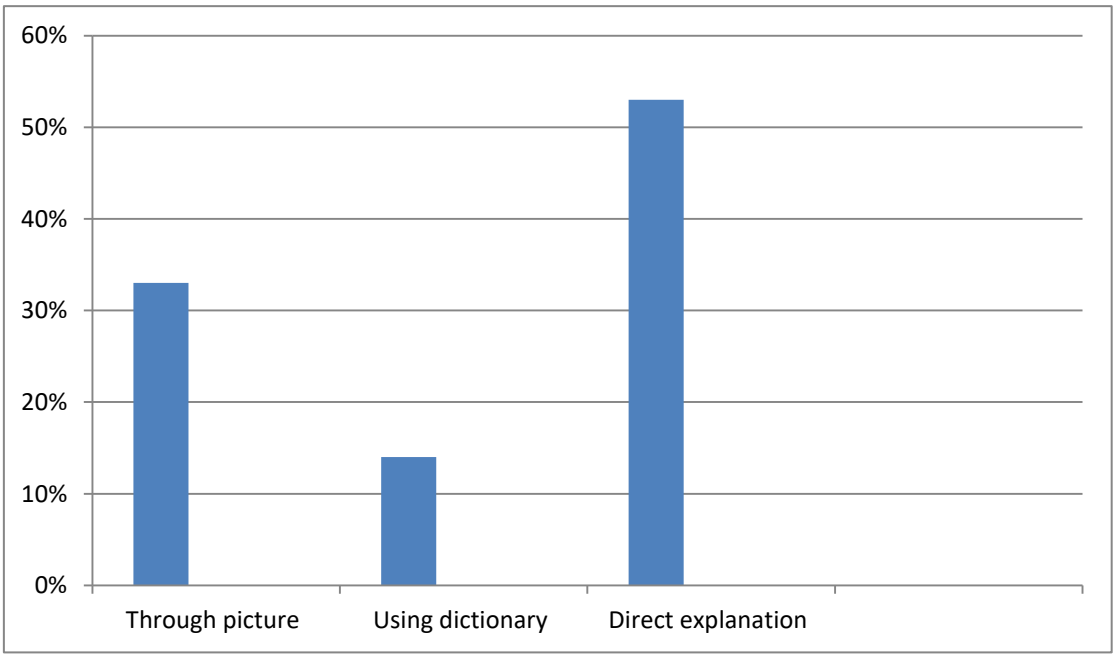


Figure 2-2 Learners favorite method

According to the results obtained from the fourth (4) question 44% represent 20 participants confirm that they use English most in classroom , while 12% represent (5) five participants use Arabic most in classroom , while 44% represent 20 participants declare that they use both languages English and Arabic at the same time , Moreover , in the five (5) question they are asked about which way they prefer to explain new items for them , 33% participant prefer through picture represent 15 participants from the whole population , while (6) participant represent 14% from the whole population select using dictionary and 53% represent 24 from the whole population prefer direct explanation .

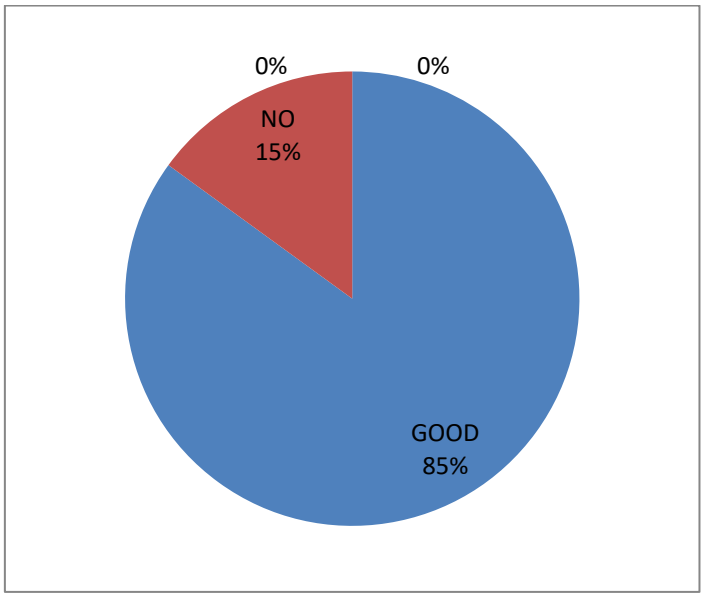
Additionally ,the six question takes a form of multiple choice question where learners are asked to select the appropriate one or the appropriate ones ;they need for the main reason that make learners to speak Arabic.

The reason that make learners speak arabic	Number of	%
Dont understand words	22/45	49%
Prononciation	5/45	11%
Shyness	10/45	22%
Dont know how to get idea	8/45	18%

TABLE2.2- : Learners reason for using Arabic .

Learner's answer to the third (3) question show that the majority of learners reason that do not understand the word to develop their speaking skills and even to understand converstations.

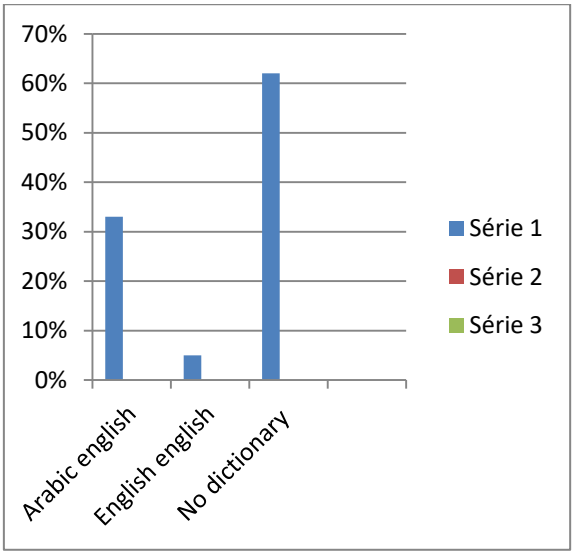
Moreover, the four (4) question attempts to ask learners about the relationship with the teacher



Pie chart2-3 : Learner's and teachers relationship

The pie chart above represent the learner's answer's to the four (4) question 39learner's represent 85%from the whole population they have a good relationship with her teacher ,while 7 participant represent 15% from the whole population do not have any relationship.

Concerning the five (5) and six (6) question , they complete each other in which learners are asked if they have a dictionary or not and about their feeling when she /he learning english as a foreign language .



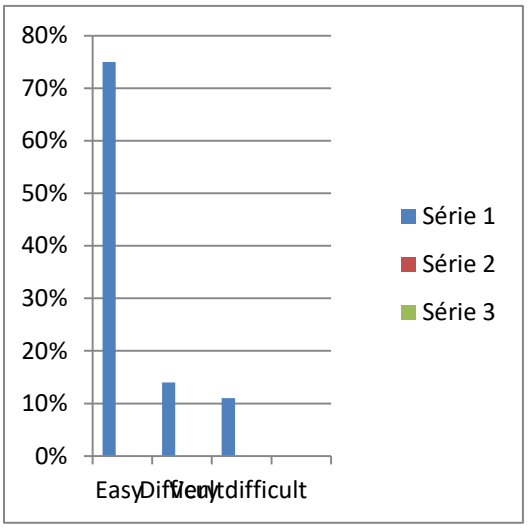


Figure2.3 : the qualityFigure 2.4:learner's felling about

Of the dictionary owned by student . learning english as a foreign langue

According to the results obtained from the seven (7) question 33% represent (15) participant confirm that they heve a dictionary of Arabic English , while 5% represent two (2) participants declare that they have a English English dictionary . than 62% that represent (28) participant they said that they don't have any dictionary.

Moreover , in the six (6) question they are asked about the feeling and her point of vue about learning english as a foreign language 75% representing (34) participants answer said Easy , while six (6) participants represent 14% from the whole population said Diffficult , and 11% represnt (5) learner's they think that learning english as a foreign language are very difficult .

Concerning the seven (7) question the learner's are select which method they prefer to explain new items by the teacher in classroom . pref

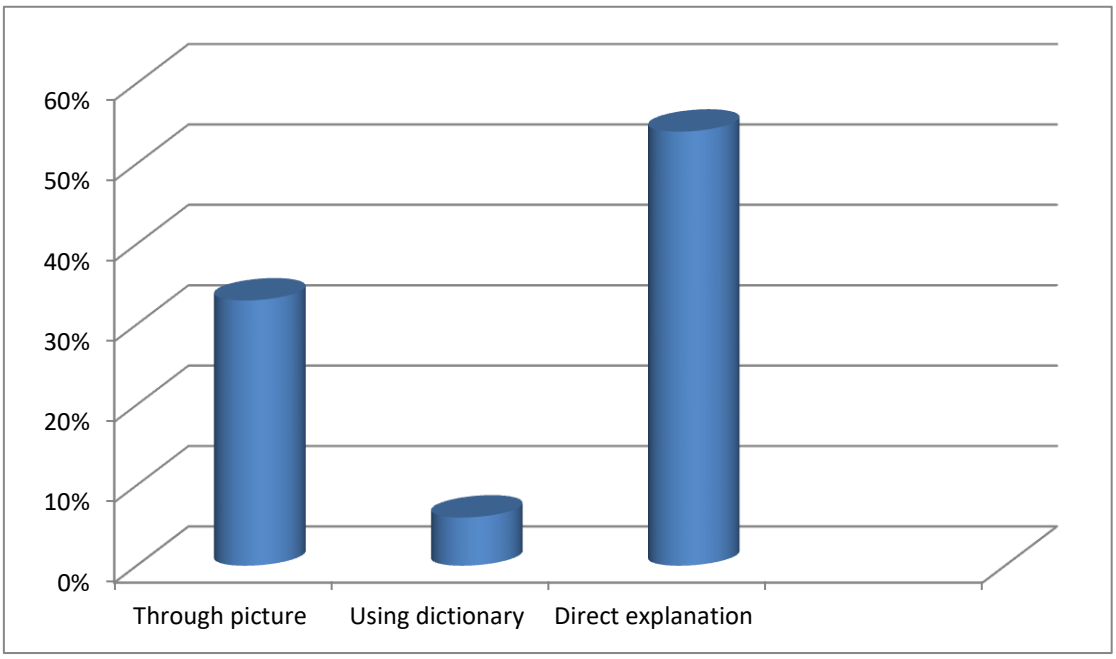


Figure2.5 the favorite method to learn a new item .

According to the result obtained from the seven (7) question 33% represent (15) participant prefer using picture while explaining new items , while 13% represent (6)participant prefer using own dictionary to learn new item , than (24)participant from the whole populating that represent 53% said that they prefer the direct explanation from her teaches.

In addition , the learners are giving in the (8)eight and (9) nine question , closed question , they are asked whether they can describ her level in english ,and what is the favorite listen while learning english as a foreign language in Lamuri Mohammed middle school.

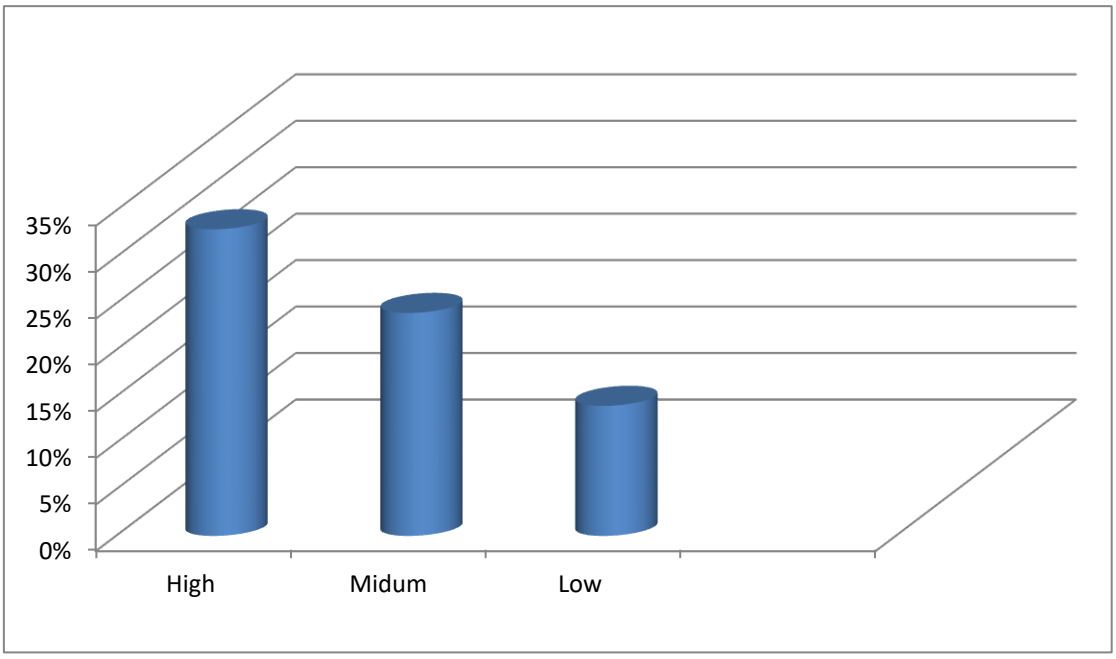
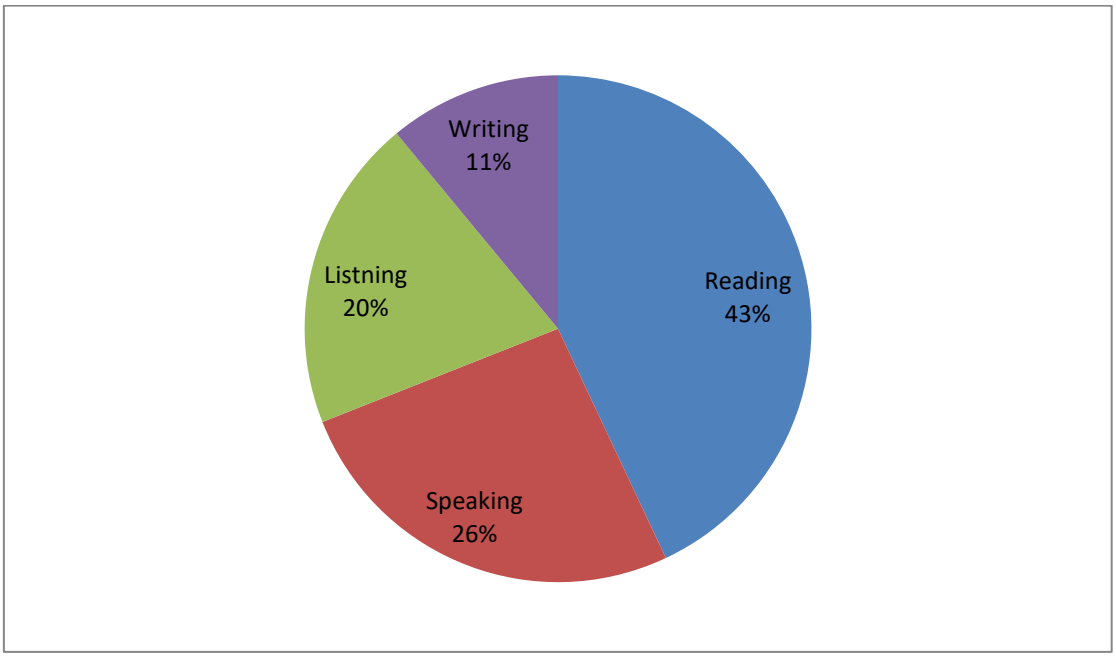


***Figure2.6 : the learners level**



Pie chart 2.4: the favorite skills for learners

As it shown above ,results obtained from the eight (8)and (9)question confirm that 15 participant that represent 33% they have a high level of english language ,than (24)participant that represent 53% said that they have a Medium level, while just six (6) participant the equivalence of 14ù answered that they have a low level. Moreover , they are asked to consider their favorite listen while learning english

(19) participant a numerical of majority of 43% answered with Reading , (12) participant represent the equivalent 26% answered with speaking , while just (9) participant that represent 20% they prefer listening lesson than the last one (5) participant from the whole population they prefer writing as a favorite to learning english as a foreign language.

**The interpretation of learners questionnaire **

In the light of the answers of the learners in the first part, male and female learners participate in this questionnaire.

Most males claim that the males are more interested in learning English. On the other hand, the majority of learners are children aged between(11) and (15) The second part was a set of questions to know the needs, wishes and reasons behind learning English as a second foreign language in the middle of Emuri Mohammed in Mechria .

The first question revolves around the possibility of understanding the professor during the explanation and in a The second question refers learners to the language used in English language sections.

Moreover, the results obtained from the third (3) questions about the reasons why English language learners use the first language in English classroom. The majority of learners cannot understand vocabulary and declare their needs to be good speakers to understand.

In the fourth (4) question, the learners declare that they have a good relationship with their teachers, which invites them to talk and listen to them in question (5). The majority of students declare that they don't have any dictionary to explain the difficult items to develop their language. In addition, in the sixth(6) question, the majority of learners confirm that they feel that learning the second foreign language is easy and their desire to express while reluctant to use it is not feeling comfortable while talking and fear to do mistakes during the conversation .However In the seventh(7) question, the majority of learners claim that they prefer direct explanation by their teachers because they see it as more clear and also reach the meaning well .In the eighth and ninth question, the majority of learners confirm that they have a high level of English language study. Question (9) The result was

that they prefer reading rather than other skills because they are easy and they can read and understand the text rather than other lessons.

2-4-2Teacher's structured interview

A structured interview is one in which the interviewer has a list of questions prepared for the interview, it is a systematic conversation address to the interviewer to speak about their views and opinions as it is explained by Kvale (1996 :14)who defines it as :

…….An Interchange of views between two or more people on a topic of mutual interest; sees the centrality of human interaction for knowledge production , and emphasized the social situatedness of research data.

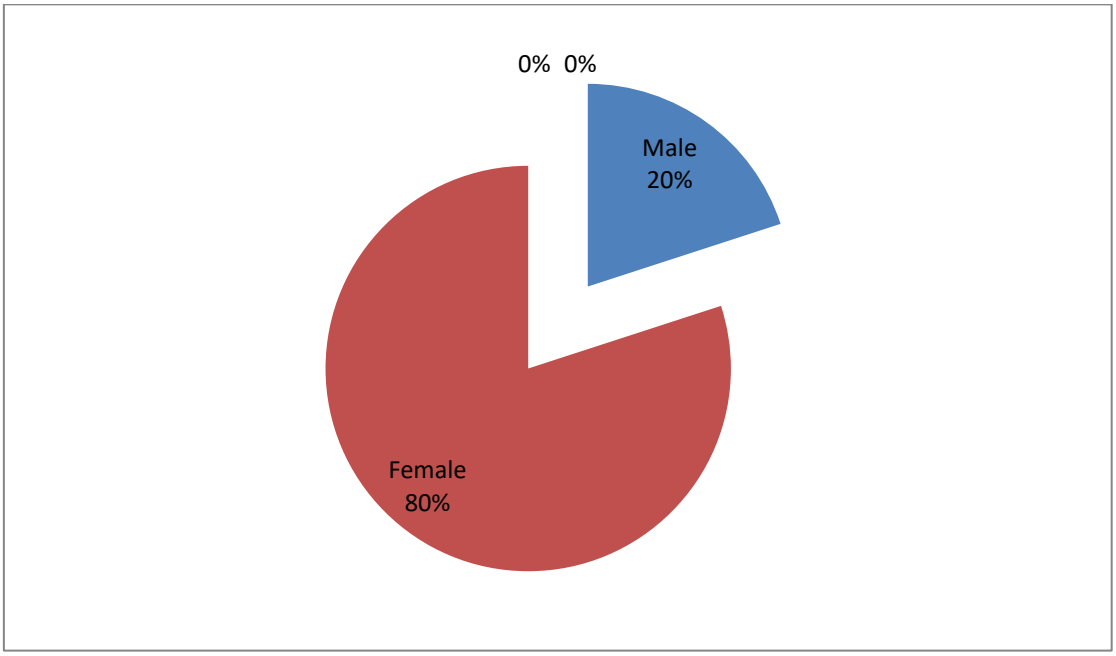
In this research paper, the teacher's structured interview was conducted with five (5) teacher of English language (see appendix *B*) The teachers were interviewed individually in english .Each interview lasted 5 to 10 minutes , Moreover the interview was composed of three sections . the first section is composed of (2)question about background information . The second section is composed of (10) question which are either **closed question ** ,*open question *or misleading question concerned the teacher's perspective . while the third section and the last one is composed of (3)*opened question *which are concerned with the teacher's roles and suggestion .

The teacher's structured interview is designed in order to get information about teacher's background, rule and suggestion's for the purpose of investigate and explore the reasons that make teacher of 1st year middle school uses Arabic in the English classroom and its impact on the teaching learning process. The result obtained from the teacher's structured interview are analyzed quantitatively and qualitatively then interpreted as a last step.

2-4-2-1-The analysis of the teacher's structured interview

In this study the quantitative and qualitative methods are used to analyse teacher's interview . the analysis covers fifteen (15) questions that are asked by the researcher orally submitted to five (5) teacher .

Section one : background information.



Pie chart2.5 : the gender of the teachers

The pie chart above explain the gender of out interviewed 20% that represent one male from the whole population , than 80% that represent 4 teacher female **.**

The second question the teacher was asked about the qualification .it aims to know the degree of those teachers.

Degree	Licence	Master	Doctorate	Total
Number	3	2	0	5
%	60%	40%	0%	100%

Table 2-3 :Teacher's Degree and Qualification .

As the table above shows , 60% from the participants have Licence degree , it represent (3) teacher , while 40% from the participants have a master degree it represent (2) two teachers .

In the third question , the teachers experience in teaching . it aims to know whether those teachers have an experience in teaching before or not .

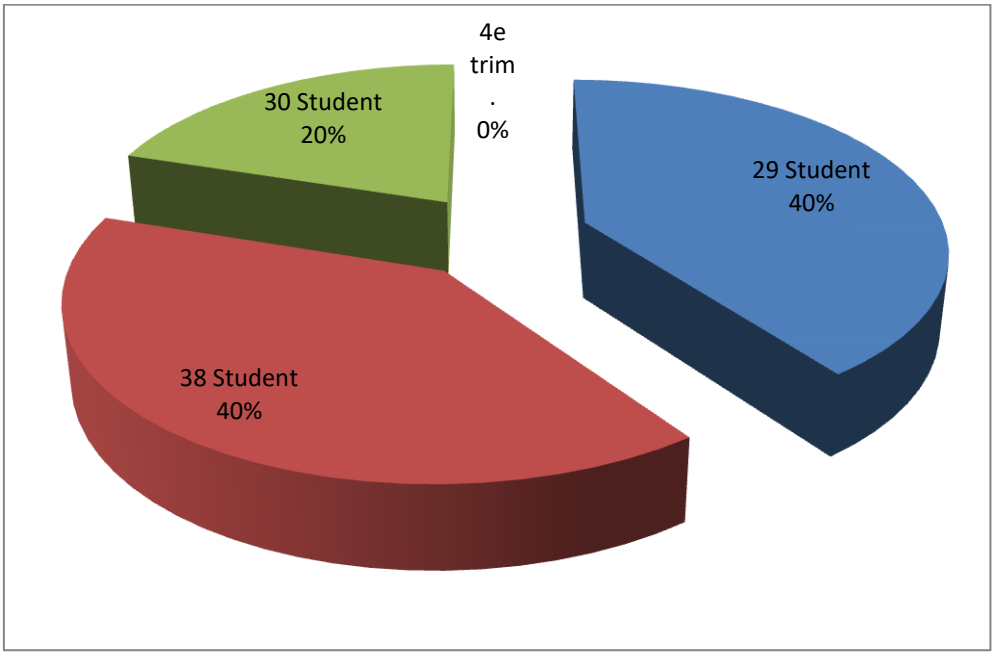
YEARS	2 TO 4	5 TO 7	More than 7	TOTAL
NUMBER	1	3	1	5
%	20%	60%	20%	100%

TABLE -2-4 :Teachers Experience in Teaching

As it is presented in the table above ,20% one of five teacher (1/5)has been teaching English for (2 to 4 years).Moreover, the results indicate that 60%three teachers from five (3/5) have been teaching English from (5 to 7 years) than 20% that represent one teacher they teaching english for more than seven (7 years).

In the First question, the teachers are asked how many learner's they have in the classroom.

Pie chart :2.6 the number of learners in each class



This pie chart explain how many student there are in the different classroom the (29) students represent 40% and the (38) student represent 40% from the whole population ,then (30) student in one classroom that represent 20%.

The second question the researcher asks about the learners if they understood the given instructions in English easily.

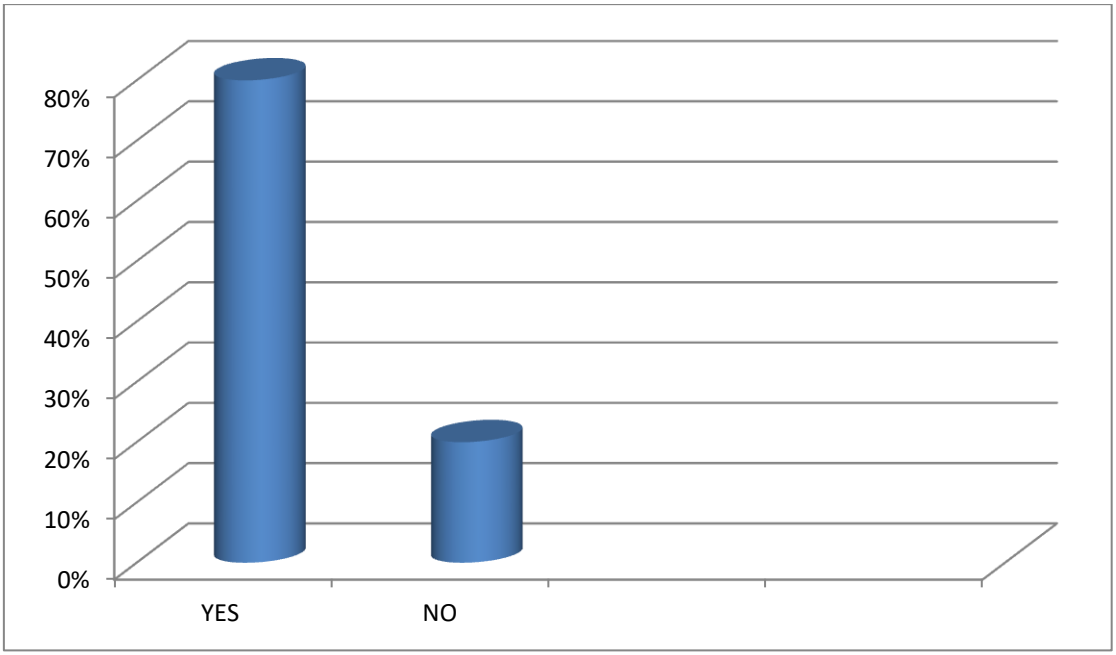
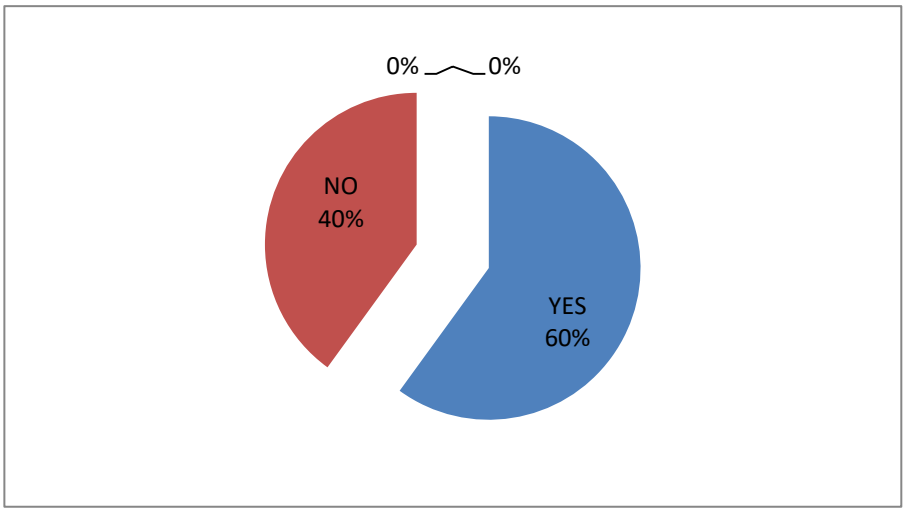


Figure -2.7 the learners comprehension

As it is shown above , results obtained from the second question confirm that 80% that represent 4 teacher said yes , than 20% that represent one teacher said No.

In the third question the teacher are asked if they accept the Arabic interaction in English classroom .



Pie chart 2.7:the interaction of arabic in classroom.

As it is represented in the pie chart above , the result obtained from the third question is that 60% from teachers said that they accept when her student interact in arabic that refer to three(3) teachers , while 40% that refer to (2) teacher that said NO.

Concerning the four question (4) the researcher ask the teacher about the point of view about CBA and if they really applied it .

Some teacher said that CBA its good approach but still has some negative characteristic ,but other said that it's notappropriate in algeria classroomand themajority of teacher said that are not really applied this approch because of the curriculum on so on .

Regarding the five (5) question , it is a mixture between close and open question . it aims th know the the main reason that make students use arabic according to her teacher.

The main Reason	Lack of confidence	Shyness	Fear	Negative Self-talk
Number	4	1	3	2
%	80%	20%	60%	40%

Table 2.5 : the main reason of using Arabic

Remarkably, the result concerning the five question (5) shows that the majority of teacher select the lack of confidence the main reason of using arabic in the English classroom .

Concerning the six (6) and seven (7) question are both aims to know how often do learners interact with L1 in classroom while the while the next question ask teacher about any problem they fased when explain new items for learners .

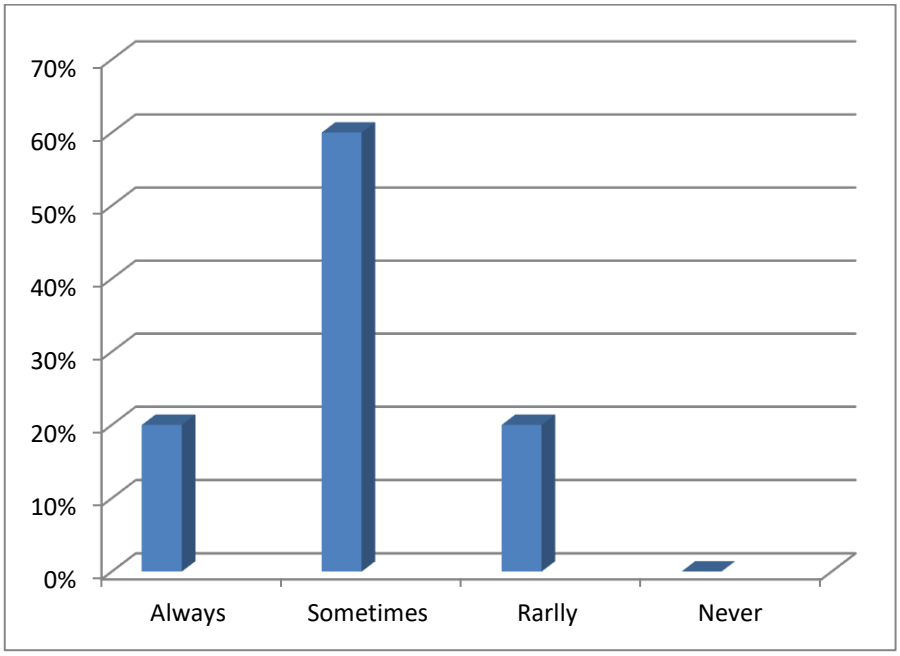


Figure 2.8: explain how often the teacher interact in Arabic

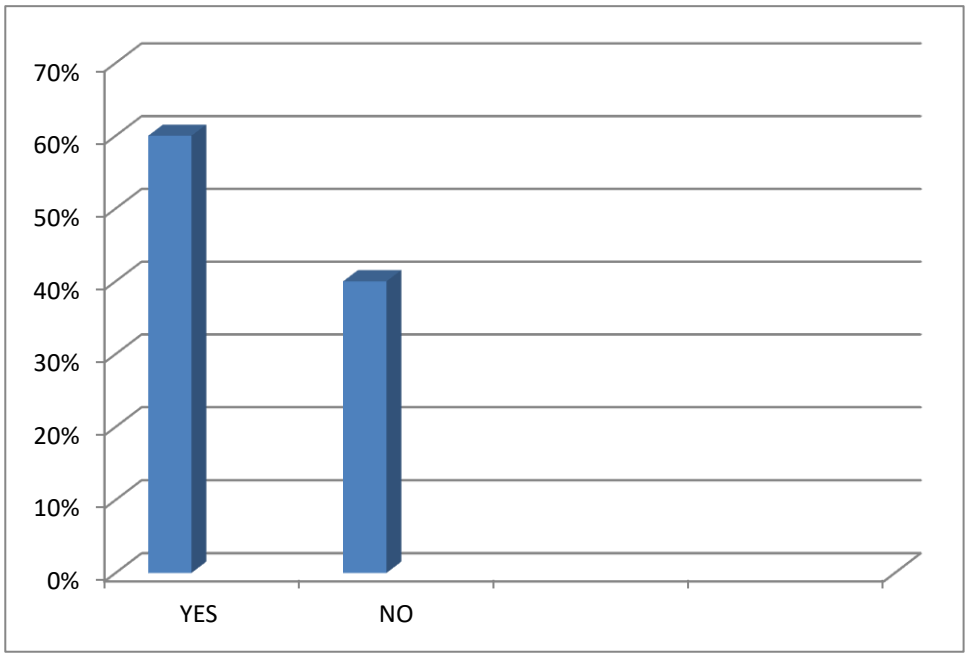


Figure2.9 : the difficulties of learning new items

As it is obvious , the results obtained from the sixth question shows that the majority of teachers use Arabic sometimes in English classroom .then in the seventh question 60% that represent «3) teachers said that they face problems when explain new items but 40% that represent two (2) teachers said NO problem at all.

In the eight (8) question the researcher aks the teacher about the Grammar translation methods and her pinion about it .the teacher are divided into two parts one of them think that is not good nowadays but other thinks that it's helpful and there are teacher who use some principales of it but not applied totally.

Furthermore, both of the nine (9) and ten (10)question are regarded as closed question .In the ten question , the teachers were asked to know the evaluation of the teacher use Arabic in EFL classroom frequently, then the following question that is numerated as the eleven question aims to know if the teacher's role affect the learner speaking in classroom.

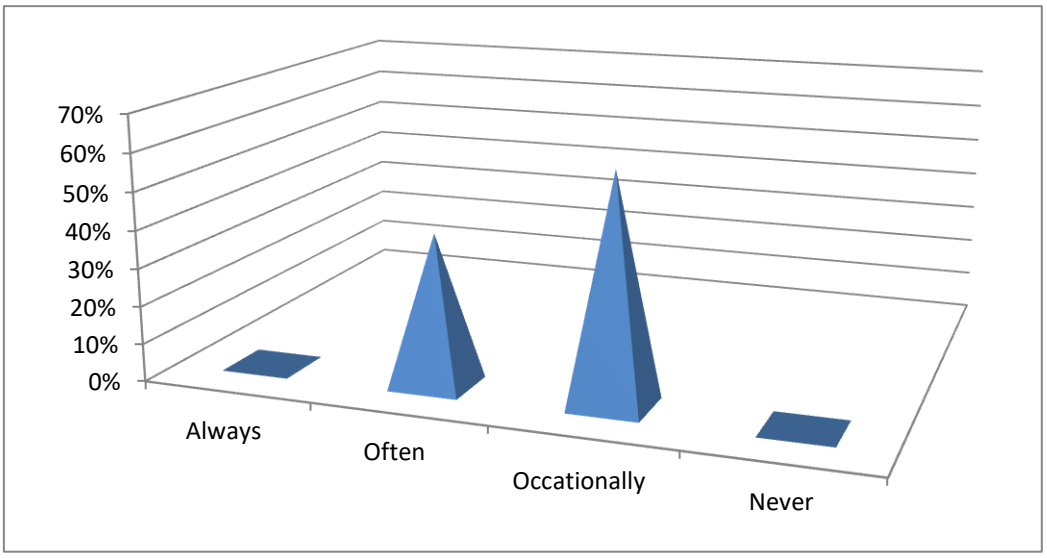


Figure2.10 : how often learner's interact in L1 .

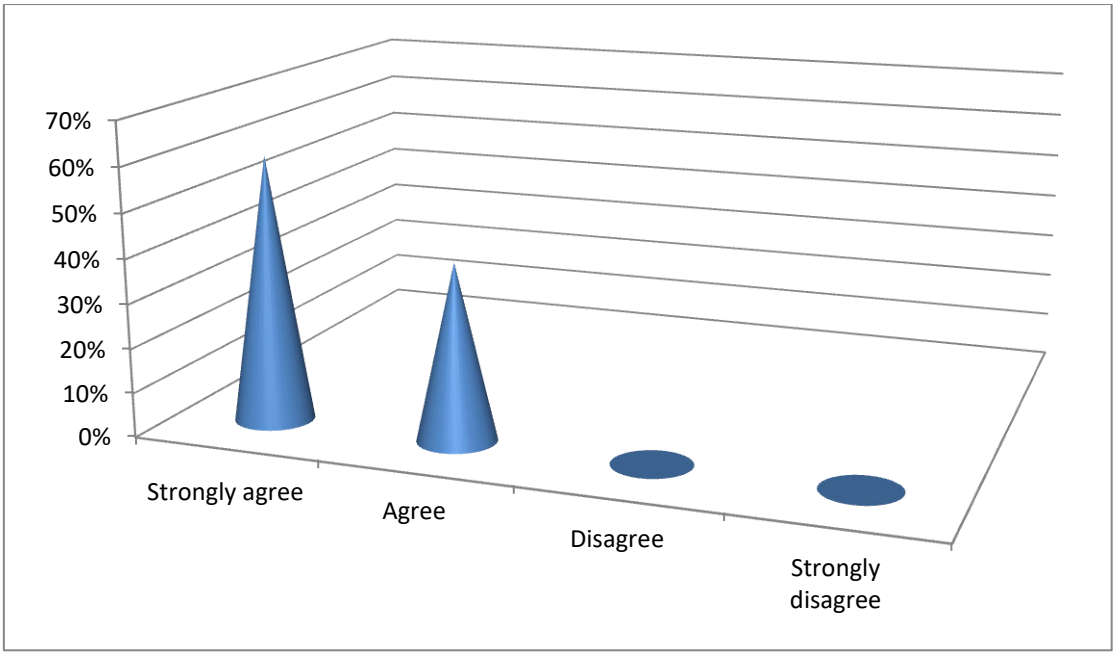


Figure2.11: the role of teacher's that affect the learner speaking in classroom.

The two figure above represent the results obtain from the nine (9) and ten (10) question respectively. Concerning the ten question the majority of teachers declare that they learners interact with L1 in classroom occationally.Additionally the results obtained from the question number eleven are clearly shown above. The teachers

varied between strongly agree 60% represent (3/5) teachers and Agree 40% represent (2/5).

In fact, the two following questions concerned the (11)and (12) question are composed of a close and open question . In the 12 question teachers were asked about the tips that help students to fight psychological problems . Then in the 13 question they were asked about the main technique that make learners avoid use L1 in EFL classroom.

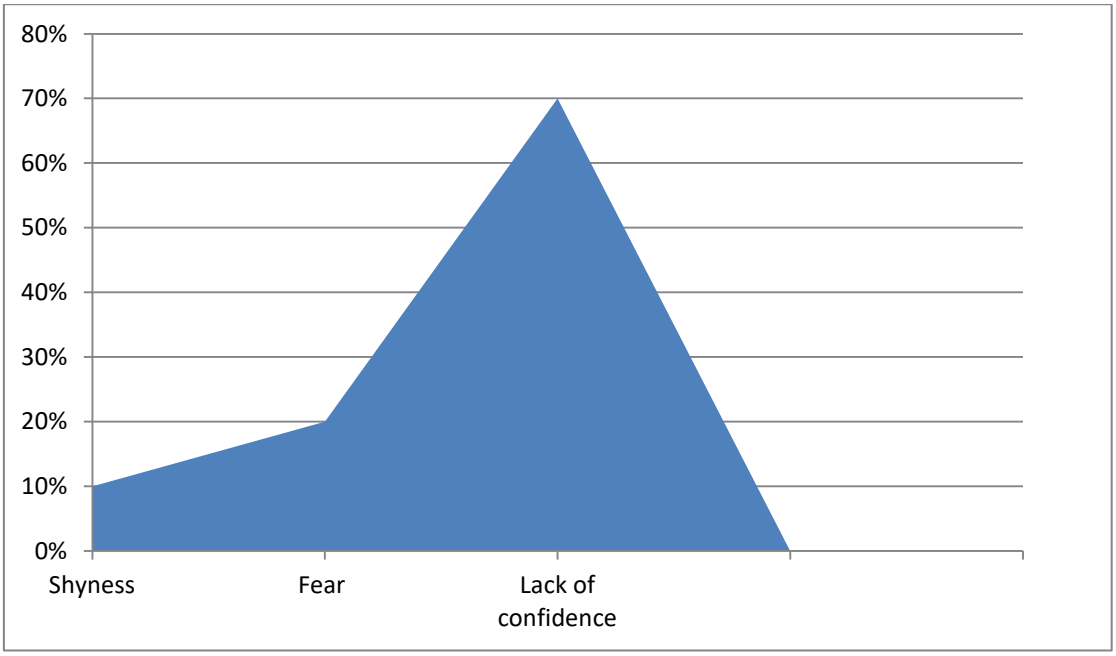


Figure 2.12: the main psychological problem according to the teachers

Basically, the diagram above explain the teacher's answer in the (11) question, 70% of the teachers mentioned that their learners has a lack of confidence when speaking, while others said that they fear and be shy . the main tips that the teacher provide to they need the parent's help outside school and give them a piece of advice . In the (12) question , the teacher include many technique and suggestion to avoid use L1 in EFL classroom , in order to improve their English language all the teachers confirm this technique that take care of learners more than needs , practice English at home , make a relationship with learners to solve they daily problem and make them more comfortable and confident.

2-4-2-2 The interpretation of teacher's interview

In the light of the responses of the teachers obtained from the first interview, the section in the interview includes three questions specific to the background.

The first questions ask about the background of teachers and their qualification to know the ability of teachers to train learners in the second foreign language. , While their experience in teaching varies from 2years to more than 7 years, the results obtained from the first to the third questions give a more insight into how to teach the second foreign language in Lamouri Mohamed middle school in Mecheria .

So, with regard to the results obtained from the Information about the means of teaching the second foreign language skills to learners accredited to teach English, and the remarkable the result It is interesting to note that the

Moreover, in question (9) the teacher asks about the how often they use the Arabic language within the department in relation to question (10) The results indicate that 80% of the teachers confirm that they have a big role in influencing how the learners and their interaction in classroom and the most of them use translation.

In addition to the results obtained from the eleventh (11) and twelfth (12) questions. These questions reflect the encouragement, frequency and feeling of teachers in talking to learners and the main problems that In addition, the results obtained show some suggestions and solutions for learners to be good speakers so that teachers put their attention on what can provide learners with a better development of their speaking skills.

2-5 CLASSROOM OBSERVATION

The researcher tries to reach the results of the reality to determine the validity of the hypotheses proposed in this study and he visits the institutions to make sure ,this is the case in the middle school of Lamouri Mohammed in Mecheria where the researcher shows the first level classes twice in one week class (A) and class (B) Total classes contain (22)female and 23 male .The first observation with class A was done on 07/03/2019 from 14 :00 to 15 :00 the teacher welcomes her learners and they greet her back after that she started on the warming up stage by making a quick review of the previous lesson what was remarked that they interact totally in English with some small mistakes, after that she moves to the presentation of the lesson (The new structured) The lesson was entitled (I practice) a grammar lesson about verb to be . While presenting some examples she asked them to read and understand the examples, one learner asked about the meaning of a word (school materials) which was ambiguous for him the teacher asked his colleagues when no one answered she explained the word in Arabic . so in the class(A) the use of Arabic was limited just in some few moment . Class (B) on the other hand was observed totally different on the same lesson what was remarked in this class is that most of students were expressing their ideas in Arabic or English mixed with some Arabic words and the teacher lets the learners interact with Arabic , when the teacher introduced the task she explained the instruction in Arabic . To sum up the teacher admitted that she uses Arabic more both class (B) as a result of the students low level she claimed that learners are slow achievers at variance with class (A).

2-6- Suggestions and Recommendations

***As might be expected, result from research in this study leads us to draw the following**

Suggestions and recommendations:

*Teachers should reduce their speaking time to give more opportunities for learners to practice more the language.

* Teachers should provide more opportunities for learners to

Communicate in classroom.

*Teachers have to vary the learners' speaking activities that develop their communicative abilities such as; discussion, debates and some games.

*Learners should practice more the language outside and inside the classroom.

Learners should not be shy and afraid about making mistakes while speaking.

Conclusion

In fact, this chapter shows a practical determination to the research work, it was relied with the theoretical part. The results obtained through research instruments the speaking skill for learners to avoid use arabic in EFL classroom. From another side learners can learn from additional strategies to develop their knowledge and become fluent and competent user and acquire this foreign language in good manner.

General Conclusion

General conclusion

Teaching English as a foreign language has always been a controversial issue , however some believe that english language be used only in class to improve the students skills , others think that Arabic should be included for the main goal in teaching . the best methods possible should be used in conveying and illustrating English comprehension .

The current study aims to know how can the mother tongue impact the acquisition of English in first year middle school classrooms, basically the work is divided into two main parts : the first chapter represents the theoretical part has been confirmed within the second parts which is considered as a practical part , additionally the main findings which are obtained from the sources confirmed the main previous hypothesis.

Furthermore, the majority of English teachers use Arabic while teaching English as a facilitator tool because of many reasons that are encounters by their learners like the lack of confidence,shyness, fear of talk and so many other problems.

This study focuses on both English teachers and learners in Algeria and from the consequences, facts and data collected it is clear that English is starting to take a large part in learners live because of the sensitivity of this year which can be considered as the starting point to learn a foreign language .

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APPENDICES

« The Student Questionnaire »

Dear Student

Attaining the following questionnaire is part of a study of the purpose of attaining a master's degree, it aims to know learners attitude towards using L1 in EFL classroom. We would be grateful if you could answer these questions to help us in our research, please use cross (X) to indicate your choses option.

1) ***Age : …….***
2) ***Gender :*** ☐ ***Fem*** ☐
3) ***Do you understand your teacher?***
4) ***Which language do you use the most in classroom?***

- ***English*** ☐
- ***Arabic*** ☐
- ***English mixed with Arabic*** ☐

5) ***What is the main reason that lead you to speak in Arabic ?***

State one or more reasons.

……
…

6) ***Which way do you prefer your teacher to explain new items for you ?***

- ***Through pictures*** ☐
- ***Using you dictionary*** ☐
- ***Direct explanation for your teacher*** ☐

7) ***Do you have a dictionary?***

- ***Arabic English*** ☐
- ***English English*** ☐
- ***No dictionary*** ☐

8) ***Specify the relationship between you and your teacher?***

- ***Good*** ☐
- ***No relationship*** ☐

9) Do you fine learning English foreign language?

- ***Easy*** ☐
- ***Difficult*** ☐
- ***Very difficult*** ☐

10) How you describe your level in English?

- ***Reading*** ☐
- ***Speaking*** ☐
- ***Listening*** ☐
- ***Writing*** ☐

Interview

Dear teachers:

This questionnaire is a part of a study for the purpose of attaining a master degree .it aims at understanding why student of EFL classroom use the mother tongue . we would be grateful if you answer these questions to help us in our research .Please put a (X) in the appropriate choice.

Thank you in advance for your collaboration.

Section one:

- Gender:
- How long have you been teaching English?
- 2- 4 year ☐

5- 7 years ☐

More than 7 year ☐

Section two:

1.How much student do you have in your classroom?.....

2.Do the learners in your classroom; understand the given instructions in English easily?

Yes ☐ no ☐ other answer……
…….

3.Do you accept when your student interact in arabic ?.....

4.What do you think of CBA? Are you applying ?

5.Do you use arabic in your classroom?why?

6.What is the main reasonce that make student use L1 according to you?

Lack of self confidence ☐

Shyness ☐

Fear ☐

Negative self-talk ☐

7.How often do learners interact with L1 in your classroom?

Always ☐ sometime ☐ Rarlly ☐ Never ☐

8.Have you ever faced a problem when you explain a new point to your learners?

Yes ☐ No ☐

9.What do you think of grammar translation method?.....
.....
.....

10.How frequently do you use Arabic in EFL classroom?

Always ☐ often ☐ occationally ☐ never ☐

11.Do you think that the teacher's role affect the learner speaking in classroom?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagre ☐

12. According to you, what are the tips that help student to fight psychological problems (shyness, fear, lack of confidence,)?

……
……
…….....
.....

13.Can you suggest some techniques which, your learners need to avoid use L1 in EFL classroom, in order to improve their English language?

……
……
…….....
.....