

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**ABOU BAKR BELKAID UNIVERSITY- TLEMCCEN**

**FACULTY OF LETTERS AND LANGUAGES**

**DEPARTMENT OF ENGLISH**



**Exploring the Use of Mother Tongue in EFL**

**Classrooms:**

*Case of Fourth Year Middle School Students at El-  
Boukhari Brothers*

Dissertation submitted to the Department of English as a fulfillment for the requirements  
of the “Master’s” degree in English (ELT)

**Presented by:**

Miss. Fatna BRAKHLI

Miss. Hayat DERGAOUI

**Supervised by:**

Prof. Amine BELMEKKI

**Co-Supervisor:**

Dr. Abdelkader BENSFAFA

**Board of Examiners:**

**Dr. Yahia Zeghoudi**

**MCA. Chairman**

University of Tlemcen

**Prof. Amine BELMEKKI**

**Prof. Supervisor**

University of Tlemcen

**Dr. Abdelkader BENSFAFA**

**MCB. Co-Supervisor**

University of Tlemcen

**Mrs. Fatima Z ADDAR**

**MAA Internal Examiner**

University of Tlemcen

**May, 2017**

## DEDICATION

*I would like to dedicate this work to the memory of my father and my sister "Rassmia" may ALLAH have mercy on them, and also dedicated to my mother.*

*No words will be enough to present my great thankfulness to the person who joined me along the journey of my life and helped me along all the way; to my dearest sister "Nassima".*

*To my nephews: Raid, Lakhdar, Mohammed, Hiba, Maram and Anfal and to all my brothers and my sisters*

*To my best and faithful friend "Hayet" who shared this investigation with me.  
and to everyone who knows me from near or far.*

***Fatna***

## DEDICATION

*I dedicate this work first of all to my dearest breezy parents “OMAR” and “AICHA”, my sister “AMINA” who have spent days and nights taking care of me, and encouraging me all the time and who are always believing in my efforts, in addition to their support and guidance.*

*To all my family, my friends, and for all the ones I know and respect*

*Hayat*

## **ACKNOWLEDGEMENTS**

First of all, we would like to address praise to almighty ALLAH who helps us and gives us the strength to accomplish this work.

It is a great pleasure to owe our deepest gratefulness to our supervisor Prof. Amine BELMEKKI, and to our co-supervisor Dr. Abdelkader BENSABA for their patience, encouragement, kindness and for giving us the golden pieces of advice for the purpose of completing this research work .

We also would like to acknowledge this work to all our English teachers of middle, secondary school and university. Especially for Mr. Medjehed Boumedienne, Mr. Ben Salah Ahmed, Mr. Miloudi Fethi, Mr. Zerrach Nasr Eddine and to Miss Fares Djamila for their guidance and their support.

## **ABSTRACT**

The present work was conducted to explore the use of mother tongue in EFL classrooms. This issue was chosen because it presents a general fact which happens in nearly all EFL classes. The purpose of this investigation is to uncover the teachers' and learners' attitudes and perceptions towards mother tongue use in a foreign language classroom. This research was a case study of fourth year EL-Boukhari Brothers middle school students. Three instruments were used in collecting data; teachers' questionnaire submitted to English middle school teachers, a structured interview answered by fourth year middle school students and classroom observation. Moreover, quantitative and qualitative approaches were used to analyze the obtained results. The results revealed that the majority of students as well as teachers held positive attitudes towards the use of mother tongue in EFL classrooms.

# TABLE OF CONTENTS

Dedication 1 .....	i
Dedication 2 .....	ii
Acknowledgements .....	iii
Abstract .....	iv
Table of Contents .....	v
List of Figures.....	ix
List of Tables .....	x
List of Acronyms.....	xi
<b>General Introduction .....</b>	<b>1</b>

## **Chapter One:**

### **Theoretical Insights into the Use of Mother Tongue in EFL Classes**

<b>1.1. Introduction .....</b>	<b>05</b>
<b>1.2. Mother Tongue Defined .....</b>	<b>05</b>
<b>1.3. L1 Interference .....</b>	<b>06</b>
1.3.1. L1 Errors in L2 Production .....	07
<b>1.4. L1 and Teaching Methods .....</b>	<b>08</b>
1.4.1. Grammar Translation Method .....	08
1.4.2. Bilingual Method .....	11
1.4.3. Competency-Based Approach .....	14
<b>1.5. Attitudes towards the Use of Mother Tongue .....</b>	<b>16</b>

1.5.1. Teachers' Attitudes.....	17
1.5.2. Learners' Attitudes .....	18
<b>1.6. Perceptions towards Mother Tongue Use .....</b>	<b>18</b>
<b>1.7. The Role of Mother Tongue .....</b>	<b>19</b>
1.7.1. Arguments for the Use of Mother Tongue .....	19
1.7.2. Arguments against the Use of Mother Tongue .....	21
<b>1.8. Conclusion .....</b>	<b>22</b>

**Chapter Two:**  
**Research Design, Data Analysis and Interpretation**

<b>2.1. Introduction .....</b>	<b>26</b>
<b>2.2. Research Design .....</b>	<b>26</b>
<b>2.3. Sample Population .....</b>	<b>26</b>
<b>2.4. Participants' Profile .....</b>	<b>27</b>
2.4.1. Pupils' Profile .....	27
2.4.2. Teachers' Profile .....	27
<b>2.5. Data Collection .....</b>	<b>28</b>
2.5.1. Research Instruments .....	29
2.5.1.1. The Questionnaire .....	29
2.5.1.2. The Interview .....	30
2.5.1.3. Classroom Observation .....	31
<b>2.6. Data Analysis Procedures .....</b>	<b>32</b>
2.6.1. Quantitative Analysis .....	32

2.6.2. Qualitative Analysis .....	33
<b>2.7. Results Discussion .....</b>	<b>33</b>
2.7.1. Teachers' Questionnaire Analysis .....	33
2.7.2. Students' Interview Analysis .....	42
2.7.3. Classroom Observation Analysis .....	46
<b>2.8. Data Interpretation .....</b>	<b>48</b>
<b>2.9. Conclusion .....</b>	<b>49</b>

**Chapter Three:**  
**An Overview for Change and Growth**

<b>3.1. Introduction .....</b>	<b>52</b>
<b>3.2. Suggestions for Teachers and Learners .....</b>	<b>52</b>
3.2.1. Teachers' Role .....	52
3.2.2. Learners' Role .....	53
<b>3.3. Strategies to push Learners Use the Target Language .....</b>	<b>55</b>
3.3.1. Talk to them about the Issue .....	55
3.3.2. Encourage them to Use English Appropriately .....	55
3.3.3. Only Respond to English Use .....	55
3.3.4. Create an English Environment .....	56
3.3.5. Keep Reminding them .....	56
3.3.6. Choose Appropriate Language Tasks .....	56
3.3.7. Use of Persuasion and other Inducements .....	57
<b>3.4. Practical Recommendations .....</b>	<b>58</b>
3.4.1. Course book .....	58
3.4.2. Visuals Use .....	58
3.4.2.1. Flash Cards .....	60



3.4.2.2. The Overhead Projector .....	61
3.4.3. Bilingual Dictionaries .....	62
<b>3.5. The Balance between L1 and L2 .....</b>	<b>62</b>
3.5.1. The Students' Previous Experience .....	63
3.5.2. The Level .....	63
3.5.3. The Stage of the Course .....	64
3.5.4. Stage of the Lesson .....	64
<b>3.6. Conclusion .....</b>	<b>64</b>
<b>General Conclusion .....</b>	<b>66</b>
<b>Bibliography .....</b>	<b>69</b>
<b>Appendices .....</b>	<b>77</b>

## LIST OF FIGURES

<b>Figure 2.1.</b> Data Collection Procedures.....	28
<b>Figure 2.2.</b> The Exclusion of Mother Tongue from EFL Classes.....	34
<b>Figure 2.3.</b> Pupils' Level in English.....	36
<b>Figure 2.4.</b> Frequency of Mother Tongue Use in EFL Classes.....	36
<b>Figure 2.5.</b> Effects of Mother Tongue on Learners' Abilities.....	37
<b>Figure 2.6.</b> Effect of Mother Tongue in Decreasing Learners Acquisition of The Target Language.....	38
<b>Figure 2.7.</b> The Enhancement of Learners' Participation through the Use of Mother Tongue in EFL Classes.....	39
<b>Figure 2.8.</b> Pupils' Comfortable Feelings about Mother Tongue Use in EFL Classes.....	40
<b>Figure 2.9.</b> The Accomplishment of the Classroom Interaction by Mother Tongue Use .....	41
<b>Figure 2.10.</b> The Pupils' Permission of Using Mother Tongue in EFL Classes .....	42
<b>Figure 2.11.</b> Pupils' Points of View towards Mother Tongue Use.....	44
<b>Figure 2.12.</b> Pupils' Needs of Mother Tongue in Interaction.....	44
<b>Figure 3.1.</b> The Importance of Seeing in Language Learning.....	59

## LIST OF TABLES

<b>Table 1.1.</b> The Position of L1 among Language Teaching Methods.....	10
<b>Table 2.1.</b> Pupils Areas of Difficulties in Learning English.....	43
<b>Table 2.2.</b> Teachers' Solutions of Pupils' Problems.....	43
<b>Table 2.3.</b> Preferable Cases for Pupils to Use Mother Tongue.....	45
<b>Table 2.4.</b> Pupils' Reactions towards Mother Tongue Use.....	46

## LIST OF ACRONYMS

**CBA:** Competency Based-Approach

**CBLT:** Competency Based Language Teaching

**DM:** Direct Method

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**GTM:** Grammar Translated Method

**L1:** The First Language

**L2:** The Second Language

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**US:** United States

**USB:** Universal Serial Bus

**GENERAL  
INTRODUCTION**

### GENERAL INTRODUCTION

Languages have a great significance since they are regarded as the first means of communication. People around the world exchange their thoughts and ideas using the language. They insist on learning it despite the fact of its complexity vis a vis grammar, syntax and phonetics. Nowadays, people do not only learn their native language which is their mother tongue, but also they learn other foreign languages for many purposes. English has become the most international foreign language. It is regarded as a bridge between the native speakers and the non-native ones. It is not an easy task to learn a foreign language especially when mother tongue is used in EFL classes.

The main focus of this investigation is to explore the teachers' and learners' attitudes and perceptions towards the use of mother tongue in EFL classes. Thus, in this concern, this work is based on three research questions:

- 1) What are the teachers' and learners' attitudes concerning the use of mother tongue in EFL classes?
- 2) What might be the teachers' and learners' perceptions towards mother tongue use in EFL classrooms?
- 3) Do the EFL teachers make use of their learners' mother tongue to reinforce a course comprehension in their EFL classes?

The above questions, lead to formulate the following hypotheses:

1. Mother tongue is justified as far as it solves the comprehension difficulties and facilitates the teaching and learning process.
2. Both teachers and learners believe that the use of mother tongue is beneficial since it increases the learners' abilities and acquisition of the target language.
3. The teachers consider that the use of mother tongue in the course can accomplish the classroom interaction task since it motivates pupils to express their ideas freely.

## **General Introduction**

---

This research paper is a case study of fourth year students at El-Boukhari Brothers middle school. The researchers have followed the triangulation process in collecting data; questionnaire submitted to English middle school teachers, structured interview done with fourth year middle school students and classroom observation. Furthermore, the results are analyzed quantitatively and qualitatively.

The present work is divided into three chapters: the first chapter highlights a related literature, the second chapter describes the research methodology. In addition, it deals with the results analysis and data interpretation which attempts to confirm or reject the raised hypotheses. Finally, the third chapter provides some suggestions and practical recommendations to decrease mother tongue use in EFL classes. It also mentions the balance between mother tongue and the target language.





# **Chapter One:**

*Theoretical Insights into the Use of  
Mother Tongue in EFL Classes*

**1.1. Introduction**

**1.2. Mother Tongue Defined**

**1.3. L1 Interference**

1.3.1. L1 Errors in L2 Production

**1.4. L1 and Teaching Methods**

1.4.1. Grammar Translation Method

1.4.2. Bilingual Method

1.4.3. Competency-Based Approach

**1.5. Attitudes towards the Use of Mother Tongue**

1.5.1. Teachers' Attitudes

1.5.2. Learners' Attitudes

**1.6. Perceptions towards Mother Tongue Use**

**1.7. The Role of Mother Tongue**

1.7.1. Arguments for the Use of Mother Tongue

1.7.2. Arguments against the Use of Mother Tongue

**1.8. Conclusion**

## 1.1. Introduction

English language becomes a need all over the world. It spreads to touch all the domains especially the educational ones. Therefore, the classroom is an active area establishes upon a set of creative and dynamic strategies, and thus its main basic concern is the teaching improvement and battlement. Moreover, the use of mother tongue either by teachers or learners is an open debatable issue since the twentieth century that has faced acceptance as well as rejection.

Accordingly, this chapter sheds light first on the term mother tongue as it considers the L1 interference and errors in L2 production. Then, it tackles a description of the different historical teaching methods. After, it moves to tackle the teachers' and learners' attitudes and perceptions towards the use of mother tongue. Moreover, this chapter aims at discovering the role of mother tongue.

## 1.2. Mother Tongue Defined

Each person masters and speaks one language whatever it is; his native language, or the other's language. But each one has a language that could be referred to as "mother tongue", that reflects a person's originality, intimate family, experience and his social relations (Matsuura, 2008). The concept of "mother tongue" in fact has numerous meanings and definitions. It commonly refers to the first language acquired from birth and spoken by the first caregiver that a child always exposed to and learned from, who is supposed to be the mother, originally at home without any participation of extra-educational institutions.

Butzkamm (2003) indicates that mother tongue is the first language that the child learns in naturalistic ways without the interference of formal education. He also suggests some similar concepts to be used instead of the term mother tongue like:

- ✓ First language; it is the first language that is acquired and spoken by a child
- ✓ Home language; the language used at home for daily interaction.
- ✓ Family language; the language used among and with the family members.

- ✓ Heritage language; language is a medium of establishing and reaffirming consolidation with one's origin, even though the linguistic proficiency is not prerequisite.
- ✓ Community language; refers to the language shared by the community speakers. (Butzkamm, quoted in Byram, 2003: 419).

According to this definition, mother tongue could be considered as the first language a child acquired, learned and mastered well and frequently used by the family and the community members, through whom people could be identified. In fact, mother tongue is the language a person learns first, knows best and uses most.

The term mother tongue generally used in the policy statements and in the general discourse on educational issues. It is obvious to be one of the features that enhances solid foundation for learning in recent years (Dea et al, 2014; carol et al., 2010). Mother tongue instruction commonly indicates the use of the learner's native language as medium for giving instructions, which is considered as a fundamental means prerequisite to quality education especially in the recent years.

### **1.3. L1 Interference**

In the field of the second language acquisition and learning the status of L1 could be seen as an opened debatable issue among language scholars and psycholinguists till nowadays. Skinner (1957), for instance claims that the situation of learning associated with replacing old habits (L1) by new habits (L2). Thus, any interference between L1 and L2 might cause unsuccessful learning outcomes and any dependence on the native language could be seen as unprofessionalism. Skinner's point of view has a fundamental impact on the teaching methods in which researchers believe that the native language should be excluded from L2 classroom and learning as it affects the learning process negatively.

### 1.3.1. L1 Errors in L2 Production

As research shows, the learners' mother tongue structure is proved to have an impact on the target language production, yet it is referred to as the L1 interference and this latter may occur when L1 interferes L2 production. For example, when learners who have an accent and who learn to pronounce or articulate (L2), their accent will sound as foreign accent (Ueyama, 2000:1). So, it is worthy considered that the (L1) structure influences the production of (L2).

L1 interference caused by the impact of mother tongue structures towards the learners' performance and improvement in the L2 production (Hashim, 1999). As learners mention, L1 and L2 share some similar structures that could be used exchangeably in both languages .i.e., only the language changes. Thus, it leads to production errors because of the overgeneralization. In this vein, Maniam (2010: 4) says:

*Although human languages have a great deal in common, which enables us to translate from one language to another without much difficulty, they are also very different from one another aspects.*

In spite of the existence of some common features, (L1) and (L2) fundamentally consists of a variety of different characteristics and factors that differentiate one from another. Therefore, learners (L2) production may consist errors derived from (L1) knowledge.

Nation mentions that (L1) use in the classroom may help learners to have the knowledge needed that prerequisite to higher (L1) performance as it facilitates (L2) learning. It is indicated that L1 interference is one of the several sources of errors learners commit in the L2 production (Krashen, 1988). (L1) could be considered as a medium that makes the (L2) learning easier, but undoubtedly it is a source of errors caused by the linguistics interference of (L1) and (L2).

In 1970's and 1980's, the language transfer theory shows that L1 could negatively impact the target language acquisition and learning (James, 1980; Lado,

1957; Liu, 2002). Brown (1987) claims that there are a lot of errors in L2 which are caused by the negative transfer of the native language and the target language. Contrariwise, this theory has changed through time; some corrective movement in the early years mention that L1 can have both positive and negative impact on L2 learning and acquisition (Selinker, 1983). Positive transfer could be achieved when L1 knowledge enhances and facilitates the L2 learning. Whereas, negative transfer occurs when the learners commit more mistakes and errors because of the interference of L1 to the L2

#### **1.4. L1 and Teaching Methods**

The English language teaching and learning has witnessed a noticeable change in methods and approaches through time. That have been used and developed to teach the target language, especially during the area of the twentieth century that knew reformulation in the educational fields seeking for improvement.

##### **1.4.1. Grammar Translation Method**

The grammar translation method (GTM) in a foreign language teaching methodology resulted from the classical or as it is referred to as the traditional method in the Greek and Latin. It is first emerged in Prussia in the eighteenth century. Richards and Rodgers (1986:3) mention that the (GTM) is based on the teaching of reading and writing under the aim of developing the learners' mental ability. It focuses mainly on accuracy rather than fluency as it gives more importance to the grammatical knowledge. Where its major focus is on reading and writing with little or no consideration to speaking and listening in which grammar is taught and introduced deductively.

Larsen highlights the main techniques that are used in (GTM) which consist of the translation of texts from the target language to mother tongue. Moreover, a set of reading comprehension questions or to find opposites and synonyms for words or set of words in texts and passages. In addition to fill in the gapes activities, memorization of vocabulary lists or grammar rules, and the use of words in sentences that reflects their understanding of the new words (Larsen-Freeman 1986:130).

Richards and Rodgers(1986:3-4) summarizes the principles and characteristics of the grammar translation method, mentioning that the GTM main goal of learning a foreign language to read its literature and to benefit from “mental discipline” and “intellectual development», considering that language learning is all about memorization of rules and facts, and its application in translation later on. Moreover, reading and writing are the major focus of the GTM. Whereas, little or no systematic attention to speaking and listening in which accuracy is commonly highlighted and grammar is taught and presented deductively. Also, the sentence as a unit was taken into account for later translation, and mother tongue was used as a means to give instructions.

Celce-Murcia (1991) characterizes GTM in a way that instructions are given in mother tongue, and learners are expected to read long and challenging classical texts, giving little importance to the content that is seen as grammatical analysis exercises. In addition to little or no consideration given to pronunciation. In the same vein, vocabulary is introduced and taught through bilingual words’ lists that are learned using drills and memorization techniques. Whereas sentences and texts are translated from the target language into mother tongue.

At that time “*spoken language was at best irrelevant accuracy was elevated to the status of a moral imperative*” (Howatt, 1984: 135). GTM, in fact is one of the most traditional methods, that contains a set of negative points and drawbacks in a sense that its main focus is on learning grammatical rules, memorizing, drilling, and translation of texts where there is no opportunity for communication, discussions, group-learning or other activities that necessitate learners to interact or participate inside the classroom.

The pre-set GTM drawbacks and the traditional ways of teaching led to the emergence of the direct method (DM) that become popular in 1920’s in the European education. The method was considered as the beginning towards change those prerequisites learners to think and communicate through dialogues, inferring rules, introducing the visual aids, and learn authentic materials using the target language.

The GTM, actually and instead of all its disadvantages, is considered as the starting point that gives birth to a set of approaches seeking for educational growth especially for the case of teaching a foreign language as it is highlighted and summarized in the following table:

**Table 1.1. The Position of L1 among Language Teaching Methods (Adapted from: Mehiri 2015-26)**

Method	Teaching strategies	The use of L1
Grammar translation method GTM	- Exercise mental muscles by having the students to translate from the target language to L1.	- The meaning of the target language is made clear by translating into the students' native language. The language that is used in the classroom is mostly used by the student's L1.
Audio lingual method ALM	- Overcome L1 habits and form new target language habits by conducting oral drills pattern practice.	- L1 interference with learning the native new language so the target language must be used.



Method	Teaching strategies	The use of L1
Community language learning CLL	- Learn non defensively as whole persons following development stages.	-Students security is initially enhanced by their L1. The purpose of L1 is to provide a bridge from the familiar to unfamiliar.  - Directions in class and sessions during which students express their feelings and are understood are conducted in L1.
Communicative language teaching CLT	- Interact with others in the target language: negotiate meaning directly by using information gaps, role plays and games.	- Judicious use of students L1 is permitted in CLT.

### 1.4.2. Bilingual Method

The previous section tackles a review and a description of the different teaching methods, which have been developed and used through years. In all those approaches, researchers and language scholars try to help students to learn and acquire the target like proficiency in a language that is distinct from their mother tongue. Moreover, attempt to help learners to become bilinguals .i.e., achieving true multilingual, in one of the most important goals in the European Union's language policy in which learners, whatever their mother tongue is, should master at least two languages of or understanding and being understood.

According to Lam (2001: 93) bilingualism “*refers to the phenomenon of competence and communication in two languages*”. According to Deller and Rinvoluceri (2002:4) “*The mother tongue is the womb from which the second language is born*”. As it is obvious from its name, the bilingual method based upon the combination and the implementation of the learners’ mother tongue and the target language inside the classroom; the native language could be used as an aid and support for a better L2 acquisition. Therefore, it gathers both of the grammar translation method and the direct method.

The bilingual method of teaching a foreign language is established by Dodson (1967) in 1960’s and 1970’s as a counterpart of the audiovisual method in which Dodson seeks for improvement. This method aims at using L1 in teaching L2. It is distinct from the Grammar Translation Method as it gives strong importance to the oral language i.e., speaking skill uses the traditional three-phase structure as it is referred to as the three P’s: presentation, practice, and production i.e., the teacher first of all should present the materials or the target structure (the subject matter). Then, practice together. After, students are thought and expected to produce something learnt in the target language.

In addition to what have been mentioned, the bilingual method is constructed upon three important principles; the first one is that mother tongue is used as a means to help learners to grasp the meaning of words and sentences easily. Second, it is needless to establish an artificial situation that necessitates the use of the target language in words’ and sentences’ explorations. Then the third principal is that, the bilingual method depends on both the direct method and the grammar translation method.

In the same line of thought, the bilingual method itself is said to include three teaching methods. Eric Schmitt (1985) explains and shows how the American schools teach English to those who are neither natives nor fluent in speaking English.

- ✓ **Maintenance:** this method could be applied with learners who have no English repertoire or background knowledge; they neither speak it nor understand it.

The task of bilingual teacher, for instance when teaching reading or writing skills, is to explain first in the learners' first language (mother tongue), then begins teaching the same curriculum in English. This method aims at enhancing parallel learning improvement in both languages.

- ✓ **Transitional:** it necessitates the teacher to implement the both two languages; mother tongue of the learners and the target language which is English. Principally, he uses the native language at first. Then he increasingly uses English so that students increase their proficiency in it both the pre-set methods, the maintenance and transitional are designed to teach students of all capabilities from beginners to advanced English speakers.
- ✓ **English as a second language:** this is the third method used in the bilingual teaching that is taught at several levels taking into account how much the English learners can speak and write. Even though teachers usually don't know all the spoken languages, they are trained and qualified to be sensitive to students' mother tongue and cultures, which can have an impact on how fast learners learn English. Teachers first insist and give superior importance for speaking and comprehension skills. Later on, they focus on reading and writing proficiency improvement.

Bilingualism could be said to have positive impact on students learning achievement. Throughout bilingual education learners might grasp deeply the language and how to use it. They will have the ability to compare and contrast their two languages. When students are provided with the quality education in their primary language they would gain two important things: knowledge and literacy i.e., the knowledge acquired by learners through their native language can make the second language learning more comprehensible. Therefore, the primary language literacy is transferred to second language.

In bilingual method, learners forbade using their mother tongue inside the classroom and only the teacher has the authority to use it to explain meaning. L2 in fact, is learned within the help of L1 in which words and sentences in the target language are presented in L1 equivalent, but mother tongue is not as translation, but

rather it saves lot of time turning learning to be easier and complex teaching could be easily established and explained. This doesn't spoil the authenticity of teaching English, it just aids in teaching English better and students can understand English very well, and thus they might be fluent speakers. Once students achieve a considerable command of the target language, mother tongue is completely with drowning.

Contrariwise, this method couldn't be said to be creative because its procedures are not much distinct from earlier methods as it focuses on the grammatical structures which are used in every day conversation. Moreover, students will depend on their native language for understanding the structure of the target language. It necessitates unusual demand on teachers as they are to be proficient in two languages; the students' mother tongue and the target languages.

### **1.4.3. Competency-Based Approach**

What is noticeable nowadays is that there is a change in the world's most educational systems in terms of new approaches and curricula that are based on competencies. Chelli says that: "*theoretical roots of competency roots of competency-based approach lie in the behaviorist model from the 1950's*" (2010: 14). In this vein, CBA could be seen as a reaction towards the Second World War situation (Henny, 2005), in which the English language teaching as a foreign or as a second language started to become important and yet, an international language under the needs of communication by 1950's. In addition to the prosper of technology that supports and enhances English which is claimed to be used in many world's sides, not only in the limited academic settings of schools where English is learned and acquired (Richards, 2001: 23-24).

The novel approach evolvement needs to yield new reformulation taken for example, by bloom's taxonomy that becomes the corner stone of audiolingualism in 1960's, that after the CBA emerged in educational domains (Henny, 2005:16). The CBA first emerged and implemented in the United States of America as a new curriculum emphasized on a variety of programs and competencies that help learners

to use their own learning or thinking strategies, and cognitive skills for higher performance achievement. This is clearly mentioned by Richards and Renandya (2002:411) who define this new approach as:

*An educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE addresses what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective.*

The above definition shows that CBA prepares learners to perform well in real life situations. It gives more importance to the output rather than the input of the learner.

Richards and Rodgers (2001) clarify that CBA emphasizes on the outcomes of learning. It stresses on what learners are wanted to do rather than what they should learn. CBA holds a rational description of knowledge, skills, and behaviours that reflect the educational goals which learners should have at the end of the course.

Schneck (1978) considers CBA as an outcomes-based instruction that suit the needs of students, teachers, and the community as well. Competencies identify the student's capabilities to perform other skills to situations that they are exposed to in real life. Therefore, CBA is commonly built upon a set of outcomes that are summarized from the analysis of tasks acquired in real life.

As it is mentioned before, CBA is a teaching approach that stresses on the outcomes of language learning. It addresses what learners are thought to realize in the target language. It is an approach that works as an agent to build a bridge between the classrooms limited context and every day real life situations.

CBA is widely spread since 1970's, its implementation in the language learning is known as competency-based language learning (CBLT) that aims at teaching students the basic skills needed in real life performance. "*CBLT, first emerged in the*

*US in 1970's and was adopted in vocationally-oriented education and adults E.S.L programs"* (Auerbach, 1986:411-412 cited in Richards, 2001:128).

Docking (1994: 16) explains CBLT as:

*It is designed not around the notion of subject knowledge, but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus, assessment and reporting instead of norm- referring assessment, criterion based in which learners are assessed according to how well they can perform on specific learning tasks.*

It means that CBA aims at preparing learners to reinvest their knowledge when performing inside and outside the classroom setting at school, at social and professional levels as well, and yet, it is a change in teachers' and learners' attitudes and perceptions towards teaching and knowledge in assessing their learner's performance in specific learning tasks.

Recently, CBA has been applied by most of the world's areas. Algeria as any country has adopted CBA in 2003 as a modern teaching approach that prerequisites to educational reform, imposed by UNESCO. The novel curriculum has been implemented in the primary, middle, and secondary schools in order to develop the intellectual competence among learners, and thus, preparing them not only for good learning but rather for real life tasks also. This necessitates the ministry and the government to renew the educational syllabi and course books programmes in a way that fits the new approach as cited by (Roegiers, 2005: 2).

### **1.5. Attitudes towards the Use of Mother Tongue**

Attitudes towards any language have a great significance in the teaching and learning process due to its results in education outcomes. As Baker (1992:12) says "*... attitude is considered both as input and output. For example, a favorable attitude to*

*maths or to language learning may be a vital input in maths or language achievement. In this sense, attitude is predisposing factor or affecting the outcomes of education”.*

Many studies and researches have taken the attitudes towards (L1) use in EFL classes into consideration. These attitudes are divided into two types, teachers’ attitudes and learners’ attitudes, in an attempt to discover if the teachers as well as the learners are for or against the use of mother tongue in foreign language classes.

### **1.5.1. Teachers’ Attitudes**

The teachers’ feelings and their points of view towards the use of any language inside the classroom setting may affect in a way or another, how they teach this language. In the other hand, it affects also how their learners learn it and deal with it.

According to (Cole, 1998) some teachers believe that L1 should be used under set of limitations. Others think that L1 should not be used at all because impedes students learning of L2 (Krashen and Terrell, 1983). In the same line of thought Harbord (1992) mentions that “*many ELT teachers have tried to create English-only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment*”. It means that L1 use in EFL classes cannot be definitely avoided because sometimes the teacher needs it in explaining difficult words and to appreciate the meaning for learners.

Ellis (2012:129) says that “*Mocare found that she used L1 to explain the meaning of words, to reprimand students and procedural instructions*”. In this vein, the teachers believe that mother tongue should be used just when necessary.

Many teachers may have the sense of repent when they use mother tongue in EFL classes. Careless (2008) regards this fact as normal, because the role of the teacher is to develop his learners’ target language and this cannot happen if learners use their mother tongue in the classroom.(Careless: 331) says that “*this is a perennial challenge in the school foreign language classroom worth revisiting in the context of task-based teaching*”. According to him the target language has a great value in a task-

based classroom, so the teachers must be aware and pay much more attention when L1 is used.

### 1.5.2. Learners' Attitudes

To make a clear image about learners attitudes of mother tongue use in EFL classrooms, many researches have been conducted. In this vein, Burden (2001) declares that both teachers' and learners' use mother tongue in clarifying new words, giving instructions and for better understanding.

Tang (2002:41) indicates that learners do not recognize that L1 prevents their learning. He adds a study which explores both teachers' and learners' attitudes using mother tongue (Chinese) in L2 (English) classrooms. The study results show that both learners and teachers have positive attitude towards the use of L1 in L2 classes. They prefer using L1 in discussing the most challenging grammar points, clarifying difficult words and he concludes by saying "*limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English but rather can assist in the teaching and learning processes*" i.e., the fact of using mother tongue in classroom does not minimize the students' acquisition. Otherwise, it can be helpful in the learning and teaching processes. Another important investigation has been carried out by Schweers (1999), where he states that learners prefer L1 use in their classes because they think it may help them in learning.

## 1.6. Perceptions towards Mother Tongue Use

There are a number of researches that have been conducted in the field of mother tongue use as a tool of instruction in EFL classes. The major part in this work has tried to discover both teachers' and learners' perceptions and views towards the use of mother tongue in second language classrooms.

According to Barkhuizen (2002) who has study the students' perceptions in high school about the role of Xhona and English within the educational field. These Xhona students have been taught in their mother tongue and have English as a second language. Dyers (1999) in the other hand, has examined the attitudes of Xhona



university students about the South African languages, and she has yield the same results.

### **1.7. The Role of Mother Tongue**

The role of mother tongue in EFL classrooms has been a longstanding debate among researchers. It is obvious that the use of mother tongue in a foreign language class may have a positive or negative impact on learners, relying on their capacities and their attitudes towards it.

Researchers have stated and agreed on some principal roles of mother tongue use in second language classroom, for instance it can be used in generating a positive atmosphere, as Critcheley (2002) finds that the more learners love their teachers, the more they respect them, and they will involve into the lesson easily regardless its difficulty. In addition, mother tongue can be used also in giving instructions, or in eliciting language, which means that mother tongue sometimes may play a significant role in building vocabulary, for example by giving direct questions to students rather than a long explanation.

#### **1.7.1. Arguments for the Use of Mother Tongue**

According to many researchers, the use of mother tongue in a foreign language classroom should be applied because many learners find it a useful tool. So, the following section will explain briefly the most common advantages of mother tongue use in EFL classrooms.

Tennant & Nigussie (2009:24) say that “*learning a language is a journey through a jungle!*”. That is to say that learning a language is like an adventure, the learner should try and use new strategies since many people hold positive attitudes towards the use of mother tongue strategy in the classroom.

Relating to the same research, Newman (1966) mentions that mother tongue use is indeed not an epidemic. It is only a way which used to overcome or to tackle a new situation in the learning process. i.e., learning what is unfamiliar in the second language can be done by the exist knowledge of L1 (cited in Krashen 1981:67). In the

same line of thought, Harmer (2001:34) states that mother tongue use in EFL classrooms is a common fact and the teacher cannot get it over.

In the light of the study that have conducted by Deller and Rinvoluceri (2002) have demonstrate mother tongue as “... *the womb which the second language is born*” (qtd in Juarez and Oxbrow, 2008: 24). It means that, mother tongue has a great value in the learning career and it is considered as the most essential source of L2 improvement.

Dekeyser (2007:191) believes that most of the students use their previous knowledge in both mother tongue and the foreign language, for generating particular hypothesis about the second language. Before the students become proficient in the foreign language, they wonder about the forms and the use of the language learned. This aim is accomplished by depending on their background in their mother tongue.

According to Kobayashi and Rinnert (1992 cited in Liao 2006:179) results, Japanese students’ essays yield higher scores and are well structured in English due to the implementation of translation. As it is known, writing is considered as a complicated skill in language learning, in order to minimize this level of complexity, the learners use mother tongue to collect more data in order to accomplish the activity which they practise.

Cook (2003:7) mentions that there is a connection in human mind to transfer languages systems into one system. This has been proved by saying that students can produce letters and sounds of the foreign language and mother tongue in a similar way. However, combination does not prevent their abilities in using the languages appropriately regarding the situation. In his part, Mutphy (2001 :87-88) elucidates that the way learners use their capacities and previous knowledge of their mother tongue when dealing with an obstacle called “scaffolding”. He mentions that the students must be aware when comparing between the grammatical and phonological systems of the two languages.

Scott and Fuente (2008:102) point out that mother tongue has an important role in simplifying the consciousness raised activities. Those activities help the learner to

be more aware and pay his attention to language forms. Cook (2001:407) mentions that the fact of learning a foreign language is like to construct a room; it is just an attempt of rebuilding the walls. In this vein, Cook means it is not possible to distinguish between the two languages that are present in human mind like dealing with concrete objects. Nevertheless, double efforts have been done to separate the effects of mother tongue on foreign language learning, but they do not succeed due to the natural existence of the native language

### **1.7.2. Arguments against the Use of Mother Tongue**

Despite the fact of the positive tendency of mother tongue use, but it should not be exaggerated, because the more learners use the target language, the better they will learn it. Juarez and Oxbrow (2008:94) declare that the rejection of mother tongue use is stated by researchers and teachers as well as by students because they are afraid of its negative impact.

In their current study, Cervantes and Rodriguez (2012: 111-114) state that communication plays an essential role in the teaching learning process. It means that instead of relying on their mother tongue, students can use particular communicative strategies, such as to produce similar sounds, create new words or clarify the meaning of unfamiliar notions. In the same line of thought, other researchers claim that mother tongue is useful in exploring the meaning of scientific and literary parts. Afzal (2013:1848) adds that translation activities are neglected by many teachers because it consumes time, and develop students' laziness.

The negative impact of mother tongue use affects as well as the listening. As clarifies by Field (2008 cited in Bozorgian and Pillay, 2013:109) mother tongue decreases the learners' understanding in listening skill, because learners usually do not listen in the target language, so they find obstacles in producing the sounds. Moreover, they are incapable to comprehend the meaning of new utterances. In the other hand, Swain's theories explain that mother tongue influences the production.

Dickson (1996:246) clarifies that mother tongue use has four disadvantages: Both teachers and learners believe that they grasp the sense only if they translate. The

exact meaning is missed due to the wrong use of synonyms. Learners consider the use of mother tongue as a habit even if they reach higher levels, and especially in expressing their thoughts. Finally the learners vague the significance of the target language use.

Lightbrown (2000:434-435) was an English teacher in Quebec. At the beginning, he used to teach using traditional way such as translation and drills behind the aim of learning easily language, but later on he was convinced to give learners the opportunity to involve more in communicative activities. In other study, Ortega (2009:35-42) believes that mother tongue causes the grammar mistakes. For instance, the learners sometimes are confused where to put the definite articles and indefinite ones. Besides, the misuse of the propositions and also the accuracy of omission mistakes.

In the same line of thought, Mratener and Olivera (cited in Mehiri, 2015:37) seem to agree with the idea that mistakes which come from translation and learners' laziness come from the negative impact of using mother tongue. For this reason, William (1992) states that mother tongue has not just a bad impact on learners' proficiency, but also it diminishes their interest and their enthusiasm.

Tsukamoto (2011:146) adds that mother tongue use should be decreased, for the simple reason that the learners have the only chance to use the foreign language in the classroom, and they don't practise it outside. Set of teachers were asked to teach only in English. So, the teachers replace mother tongue use by introducing the lesson with real objects. In addition, they start with simple utterances moving to the ambiguous ones. The students respond in a very good way because the majority of them comprehend the teachers' talk. (Koucka 2007:49)

## **1.8. Conclusion**

Language learning is a complicated process which offers a lot of challenges to students. Without any shadow of doubt, using L2 in a foreign language classroom is not a bad idea since it may facilitate the learning process as some of learners and teachers beliefs. Nevertheless, the research shows that L1 use and its appropriateness

is still discussed. This chapter has tackled the literature review, considering the definition of mother tongue, in addition to its status in the teaching methods. Moreover, the researchers shed light on teachers' and learners' perceptions and attitudes towards the use of mother tongue in EFL classrooms.

# **Chapter Two:**

*Research Design, Data Analysis  
and Interpretation*

**2.1. Introduction**

**2.2. Research Design**

**2.3. Sample Population**

**2.4. Participants' Profile**

2.4.1. Pupils' Profile

2.4.2. Teachers' Profile

**2.5. Data Collection**

2.5.1. Research Instruments

2.5.1.1. The Questionnaire

2.5.1.2. The Interview

2.5.1.3. Classroom Observation

**2.6. Data Analysis Procedures**

2.6.1. Quantitative Analysis

2.6.2. Qualitative Analysis

**2.7. Results Discussion**

2.7.1. Teachers' Questionnaire Analysis

2.7.2. Students' Interview Analysis

2.7.3. Classroom Observation Analysis

**2.8. Data Interpretation**

**2.9. Conclusion**

## 2.1. Introduction

The present chapter aims at dealing with the description of some elements used for this investigation. At the beginning, it identifies the selected sample which takes part in this work. Then, it sheds light on the chosen research instruments which are: a questionnaire for teachers, a structured interview with learners and classroom observation. After, it gives an overview about the procedures of data analysis which is analyzed both quantitatively and qualitatively, and also it deals with the interpretation of the main findings.

## 2.2. Research Design

The present work is a case study of fourth year students at EL-Boukhari Brothers middle school. The aim of this investigation is to find out teachers' as well as learners' attitudes and perceptions towards the use of mother tongue in EFL classrooms. The most common question is what is a case study?

Gilham (2000) points out that:

*A case can be an individual, it can be a group such as a family, or a class, or an office, or a hospital ward; it can be an institution-such as a school or a children's home, or a factor; it can be a large-scale community- a town, an industry, a profession. All these are single cases; but you can also study multiple cases: a number of single parents; several professions (Gilham, 2000:01)*

The study of multiple cases mentioned above to find out the more suitable responses to a particular research questions, is indeed what researchers call it a case study (ibid, 2000)

## 2.3. Sample Population

Choosing the appropriate sample can be considered as one of the most challenging tasks that a researcher might face in conducting a research. Thus, in any investigation a group of informants should be chosen from the whole population



behind the aim of better understanding for the selected phenomenon. In this vein, Dörnyei (2007: 96) mentions that “*The sample is the group of participants’ whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about*”. Concerning the target of this work, the researchers have chosen both students and teachers as a sample.

#### **2.4. Participants’ Profile**

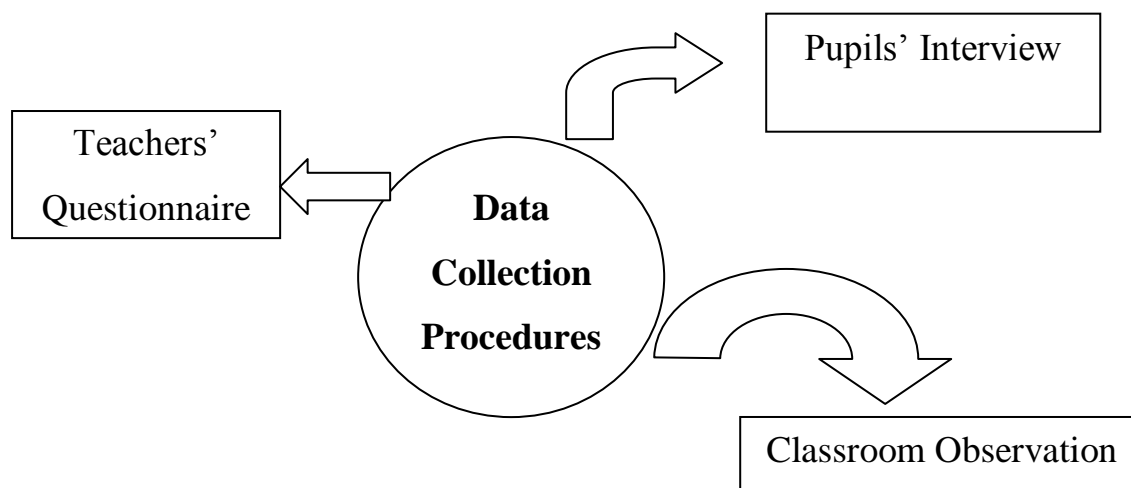
All the participants who take part in this study are fourth year middle school pupils with their English teachers. The next section tries to provide a descriptive data about these two informants.

##### **2.4.1. Pupils’ Profile**

The sampling chosen for this investigation includes thirty pupils from El-Boukhari Brothers middle school in Sabra, fourth year level during the academic year 2016-2017. They are from various classrooms and of the two genders (15males, 15 females) and different ages (from 13 to 17 years old). In addition, they are from the same linguistic background, and share the same mother tongue (Arabic).

##### **2.4.2. Teachers’ Profile**

The sample comprises seven English teachers (3 males and 4 females) who work in El-Boukhari Brothers middle school in Sabra. They all have licence degree but their teaching experience varies from seven to twenty years. They enable the researchers to gain more reliable data from different points of view.



**Figure 2.1. Data Collection Procedures.**

**Adapted from: Khelifi (2013-62)**

## **2.5. Data Collection**

Generally, collecting data considered as a difficult task that faces researchers. In addition, it is a significant component in any research work. Thus, the researcher have to be aware of the different kinds of data collection, where and how to use them. It is a very hard task to choose which research tool is the best.

In this vein, O'Leary (2004:150) explains:

*Collecting credible data is a tough task and it is worth remembering that one method of data collection is not inherently better than another. Therefore, which data collection method to use would depend upon the research goals and the advantages and disadvantages of each method*

In order to cover the needed data for this study, the researchers have followed the triangulation process; questionnaire for teachers, structured interview with learners and classroom observation. These three instruments are used for the sake of exploring teachers' and learners' attitudes and perceptions towards the use of mother tongue in EFL classrooms. In addition, they are used to discover the aims behind the use of mother tongue in EFL classrooms.

### 2.5.1. Research Instruments

In this work, the researchers depend on multiple tools of gathering data; they follow the triangulation process, in order to handle the problem from different perspectives. The next parts explain in details each research tool, its definition, types and the objectives behind its use in this study.

#### 2.5.1.1. The Questionnaire

The questionnaire is a commonly used and useful instrument to gather data in any foreign language research. Brown (2001:6) defines questionnaire as being “*any written instrument that presents respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*”.

In the same vein, Good and Hatt (1962: 133) state that questionnaire is “*a device for securing answers to questions by using a form which the respondent fills in himself*”. The process of operationalizing a questionnaire is to take a general purpose or set of purposes and turn them into researchable questions or inquiries about the data that can be gathered.

Concerning the types, there are many types of questions in questionnaire closed questions are easy to be completed where the respondent choose from the given answers and they are not allowed to add any explanations. Contrariwise, open ended questions give the respondents the freedom to express their ideas in their own style. This type of questions “*... do not call in advance for ready mode answers and therefore allow the person questioned more freedom of expression*” (Richterich and Chancerel, 1980: 59)

Regarding the objective behind the use of this tool. The questionnaire is not only fast and easy to interpret but also is not time consuming instrument. Besides, it provides sticked and narrow answers and information which aims at exploring the use of mother tongue in EFL classrooms.

The present questionnaire (Appendix 1) has been conducted with seven English teachers from El-Boukhari Brothers middle school in Sabra. It is divided into three separate rubrics for the aim of gathering information about their attitudes and perceptions towards the use of mother tongue in EFL classrooms.

### 2.5.1.2. The Interview

The interview is used as a second research tool in this study. Kvale (1996: 6) points out that:

*An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of view as in everyday conversation and become a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge.*

Kvale (1996: 14) adds that an interview is “*an interchange of views between two or more people on a topic of mutual interest*”. Interviews are usually used for the sake of people’s attitudes and beliefs, in terms of oral questions between two or more persons. There are three essential types of interview. The first one is semi-structured interview, it is like an agenda which contains guide lines of the issue will be spoken about, but it not necessary to follow them in the same order (Nunan, 1992) this type helps the interviewee to feel at ease and relax.

The second type called unstructured interview, in this type the interviewer has no pre-set questions. Thus, it is like a discussion where the interviewee has all the freedom to express himself (Nunan, 1992).

The last and the most important type is the structured interview, in this line of thought Corbetta (2003: 296) states that structured interviews are: “*Interview in which all respondents are asked the same questions with the same wording and in the same sequence*”. In this type the interviewer follows the same order when asking the interviewee, and basis on a definite number of questions. It is regarded as the most formal type, and it is the one which is used in this work.

As a support to questionnaire, the researchers choose the interview as it is face to face conversation, that prerequisite to gain data on what the others think and belief. Furthermore, the interview is regarded as “*a flexible tool for data collection, enabling multi sensory channels to be used: verbal, non-verbal spoken and heard*” Cohen, Lawrence and Harrison (2007: 349), it means that the advantage of interviews is in their flexibility.

The structured interview is done with thirty pupils, fourth year level from El-Boukhari Brothers middle school in Sabra (Appendix 2). The interview includes six questions. The pupils are asked orally and individually.

### **2.5.1.3. Classroom Observation**

Using only one research instrument in any investigation is indeed not enough. Moreover, the researchers undertake the classroom observation as a third research tool, since it gives them the opportunity to gather live data from authentic settings.

In addition to the pupils’ and teachers’ responses which are collected from the questionnaire and the interview, the researchers want to know what is actually happening in teaching and learning real life situation, through the use of classroom observation which is done with fourth year middle school pupils to ensure the perceptions and attitudes of teachers and learners, as well as to cover the aim behind the use of mother tongue in classroom. Classroom observation (Appendix 3) is considered as “... *the only way to get direct information in classroom behaviour of teachers and learners*” (Weir and Roberts, 1994).

The classroom observation is beneficial as it provides a good description of instructional practices. In addition, it focuses on the frequency within which specific behaviours or types of behaviours occur in the classroom and measures their education. In the same vein, classroom observation allows researchers to study and witness the process of a certain situation in naturalistic and authentic settings.

## 2.6. Data Analysis Procedures

In this study, the researchers depend on both quantitative and qualitative approaches to analyze the gathered data. In this line of thought Newman and Benz (1998) believe that “*a combination of qualitative and quantitative constructs ... are often regarded as a matter of continuum rather than a clear cut dichotomy*” (quoted in Davies 2004:48).

### 2.6.1 Quantitative Analysis

Quantitative method is often relies on analyzing data using numbers and transforming them into tables, charts and graphs, in this vein, Dörnyei (2007:32) points out “*the single most important feature of quantitative research is, naturally, that is centred on numbers*”.

In the same line of thought, Dörnyei (2001:192) states that quantitative research as:

*[Quantitative research] employs categories, viewpoints and models as precisely defined by the researcher in advance as possible, and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test research hypotheses and to enhance the aggregation of knowledge.*

A quantitative data analysis aims at interpreting the data gathered numerically that can be analyzed manually .i.e., this analysis can be done when having a small number of participants that do not need mathematical and statistical techniques. Or within the help of computer; in this area the computer plays an important role in presenting data numerically especially when having large population.

In the present work, quantitative analysis is used to analyze closed questions in both teachers’ questionnaire and learners’ interview. The data collected are transformed into tables and figures.

### 2.6.2. Qualitative Analysis

Contrary to quantitative method, qualitative analysis doesn't deal with numbers, rather it is a descriptive method .i.e., and it focuses on the participants' answers. Seliger and Shohamy (1989: 205) define qualitative research as “*usually in the form of words in oral or written modes*”.

Moreover, Besides, Cohen et al (2005: 461) state that “*Data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities*”

Qualitative analysis is very personal process, with few rigid rules and procedures, in which the researcher needs to go through a process called content analysis, in order to identify the main themes that emerged from the responses given by participants. Qualitative method in this study is used to analyze the teachers' questionnaire and the learners' interview in the open-ended questions which give the participants all the freedom to express themselves.

## 2.7. Results Discussion

In this part, the results obtained from each research instrument will be mentioned and discussed. The data in this investigation take various forms including survey answers and observation. So, the way of organizing data is indeed a key of understanding what it includes.

### 2.7.1. Teachers' Questionnaire Analysis

The first instrument that is used in this work is teachers' questionnaire which aims to reveal teachers' attitudes and perceptions towards the use of mother tongue in their classes and its objectives.

**Rubric 1: Attitudes of Teachers towards the Use of Mother Tongue in EFL Classrooms.**

The first question aims to know what the teachers think about the use of mother tongue in their classroom; all of them seem to agree to use it since it facilitates the acquisition especially for beginners, as they don't have previous background in the new language. Moreover, it is stimulation medium for pupils to appreciate and acquire the target language. However, some teachers say that mother tongue is needed only when necessary to clarify meaning of difficult words, to explain grammar points and to assimilate the idea conveyed instead of a long explanation in English. In addition to what have been mentioned, other teachers said that mother tongue is beneficial because it facilitates the communication between the teacher and the pupils.



**Figure 2.2. The Exclusion of Mother Tongue from EFL Classes**

Whereas the second question unveiled that the majority of teachers (5 out of 7) disagree with the idea of excluding mother tongue from EFL classrooms, for the reason that pupils may find difficulties in grasping the meaning of each word, notably keywords. So, here the teacher should translate, but if he only insists or focuses on the target language, the learners might be confused and lost because they can't understand easily without relying on mother tongue as far as the most objective of the course is that pupils can understand, memorize and recall what has been seen before.



The teachers also add that mother tongue shouldn't be totally excluded from EFL classes because this can negatively disrupt pupils to learn, or it leads to some negative linguistic interference .i.e., the English teacher should decrease mother tongue use from one level to another through time.

Other teachers (2 out of 7) seem to agree with the idea of excluding mother tongue from EFL classes because pupils are in the early stages of learning a new language which is English, so instead of using mother tongue which decreases their proficiency level, and turns to be a kind of fossilization that is neither mother tongue nor target language. i.e., they will not learn new vocabulary that could be a must for teachers to be more creative in designing the teaching materials. Moreover, mother tongue might become a habit among learners and they will depend on it frequently.

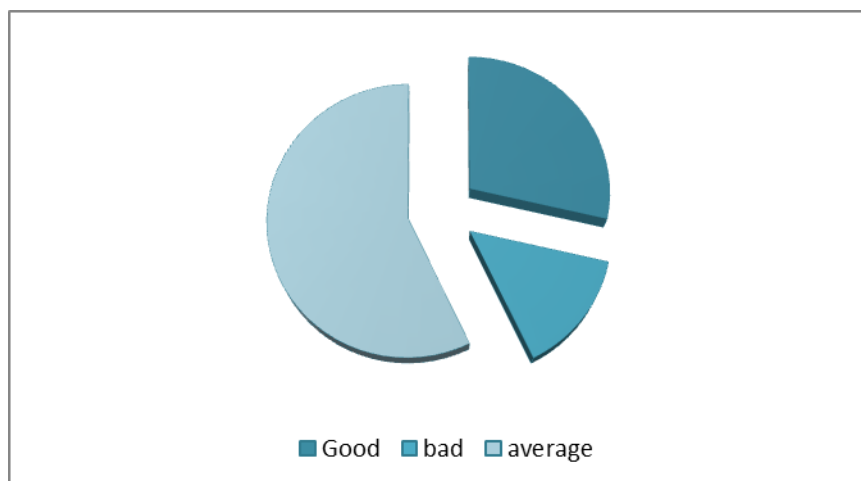
Moving to the third question, the data collected reveals that all teachers disagree that the use of mother tongue is a sign of weakness. Teachers justify their attitudes by saying that mother tongue helps them to improve their pupils' level in English, to transmit their ideas, explain grammar rules ... etc, that leads to a good level of comprehension, understanding and acquisition of the target language since their learners are beginners.

In addition, they clarify that sometimes the teacher finds himself in situations that really need translation to mother tongue. In the same vein, the teacher who manipulates the use of the two languages interchangeably is more suitable and workable for pupils, so mother tongue should be used only when necessary like in teaching abstract words or concepts not like in teaching the concrete ones, such as: chairs, tables in which the teacher can use gestures or illustrations to indicate objects without translation. However, the teacher shouldn't start teaching his pupils first by the abstract words because they will be lost.

In the same line of thought, teachers say that the teacher should bear in his mind that he is teaching the whole class not only volunteers or brilliant elements, also mother tongue is a sign of our belonging and culture. As an illustration, they have

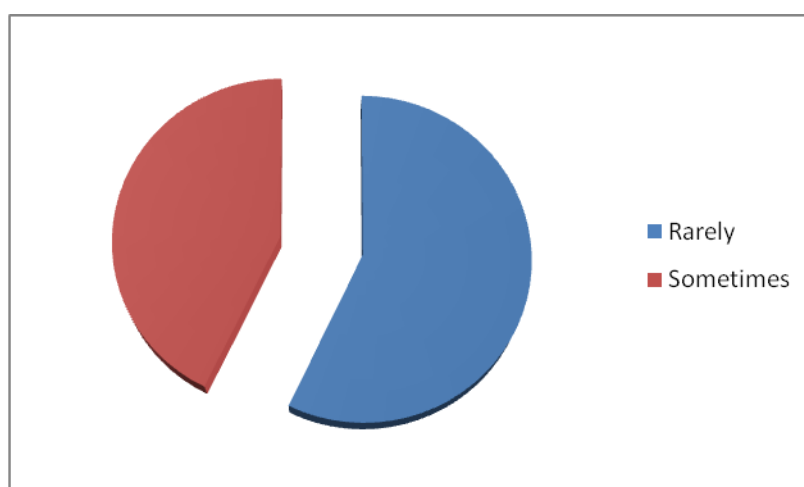
taken the European system in which they give instructions in their native language, whereas the learners give answers in English.

**Rubric 2: Teachers' Perceptions towards the Use of Mother Tongue in EFL Classrooms.**



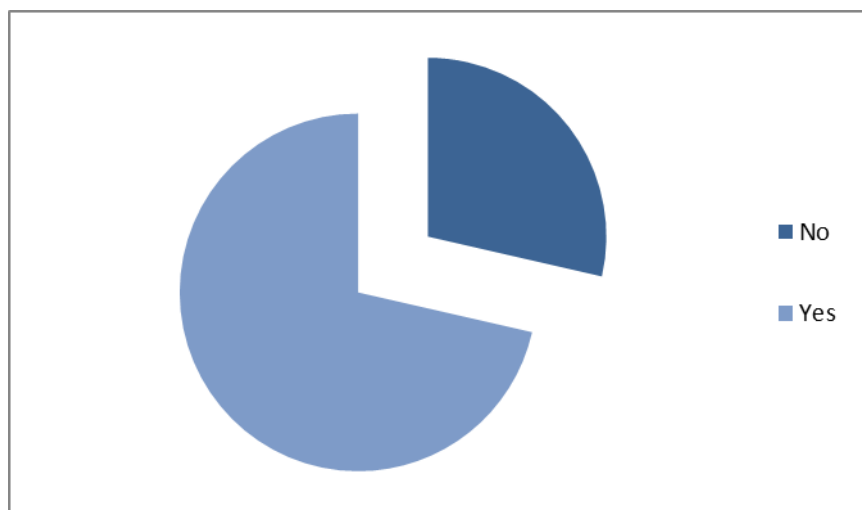
**Figure 2.3. Pupils' Level in English**

Starting with the first question that aims at discovering the pupils' level in English, the data collected shows that most of teachers (4 out of 7) describe their pupils' level as average one. Others (2 out of 7) say that their pupils have a good level in English. However, one of them adds that his pupils' level is so bad in the target language.



**Figure 2.4. Frequency of Mother Tongue Use in EFL Classes.**

Concerning the second question, the results obtained show that the majority of teachers (4 out of 7) claim that they rarely use mother tongue in their class, and the rest (3 out of 7) say that they use it sometimes, just when necessary.



**Figure 2.5. Effects of Mother Tongue on Learners' Abilities**

Passing to the third question which seeks to explore if mother tongue affects the learners' abilities or not, most of teachers (5 out of 7) seem to agree since pupils with lack of confidence tend to use mother tongue instead of struggling to use proper English, and they will start thinking in their mother tongue then translate to English, and as it is known the two languages systems are not the same so it is a kind of fossilization that is neither mother tongue nor English.

On the other hand, other teachers (2 out of 7) disagree with the idea that mother tongue may affect learners' abilities because they find that mother tongue boosts the confidence of the learners. It is regarded as an important factor in the process of learning, and a good strategy to motivate and foster learners to participate actively in the classroom. Also it leads to high level of performance. Thus, it can be considered as a facilitating medium for accomplishing comprehension tasks.



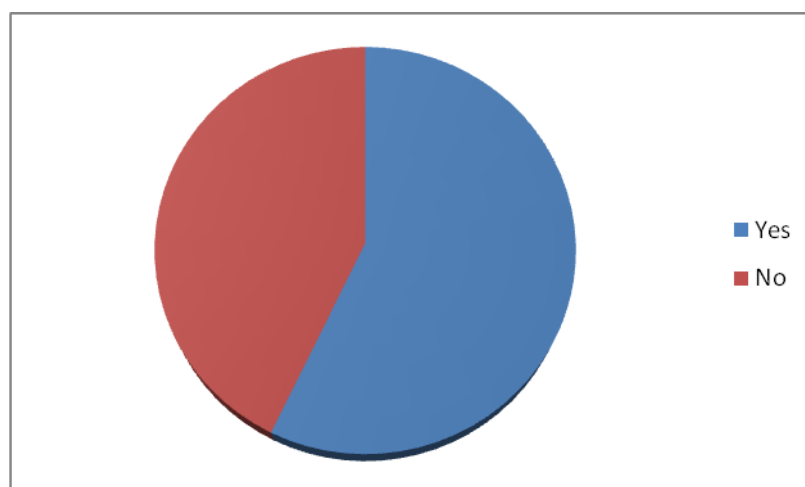
**Figure 2.6. Effect of Mother Tongue in Decreasing Learners Acquisition of the Target Language**

Considering the fourth question, it reveals important responses about if mother tongue decreases the learners' acquisition of the target language where most of the teachers (5 out of 7) seem to disagree with this idea because mother tongue can be considered as a technique to learn more. Also, it is necessary to be used occasionally to overcome all the obstacles concerning meaning .i.e., it is used as a bridge towards English in order to facilitate things for better understanding.

Contrariwise, other teachers or the minority (2 out of 7) respond positively to this question and they say that mother tongue may affect learners' abilities if it is overused. Here learners may have some linguistic interference that they can't distinguish between mother tongue and the target language.

Regarding the fifth question which seeks to reveal how can teachers encourage their learners to try harder to use mother tongue inside the classroom. The teachers' responses show many ways and techniques to do so, such as motivation involvement, inspiration, praise and correction of errors without inhibiting the learner because we learn from mistakes. In this vein, while translating the teacher should ask his learners to repeat after him.

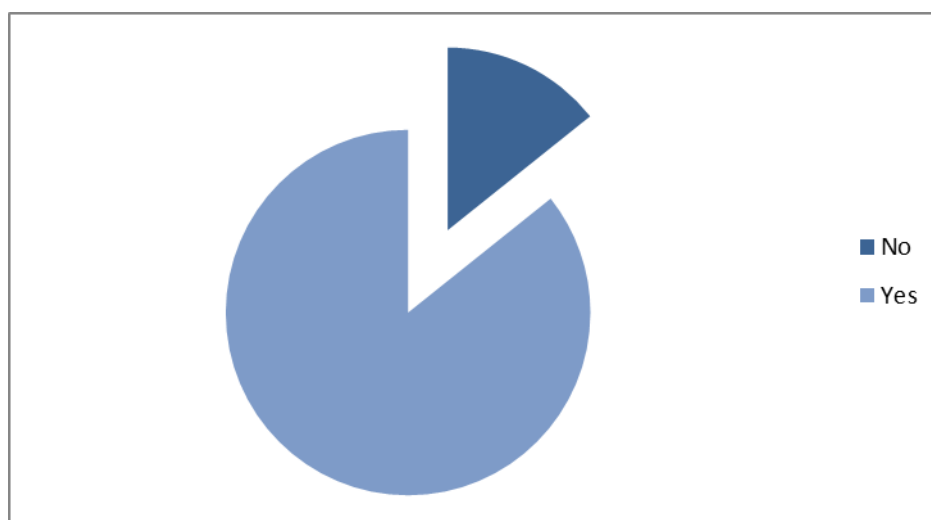
In addition to what have been mentioned, some teachers indicates that encouraging pupils might be achieved by creating a friendly, stress-free atmosphere and secure environment in which the teacher can turn his learners to be curious and enthusiastic to learn this language since it is the language of civilization. Also, by bringing technological materials like: data show, videos or through group work by opening discussions about familiar topics, or even by songs because pupils really like songs especially if they are in a foreign language. In addition to role plays which related to the classroom setting especially if the pupil plays the role of the teacher.



**Figure 2.7. The Enhancement of Learners' Participation through the Use of Mother Tongue in EFL Classes**

The next question unveils that the majority of teachers (4 out of 7) agree with the idea that mother tongue enhances learners participation inside the classroom mentioning that is a reality whenever the pupil feel blocked, the teacher intervenes and uses mother tongue. Thus, learners breath a sign of relief when grasping meaning i.e., they understand what has been given to them: questions, structures, vocabulary ... etc. Doing so, the learners will be motivated to learn and to respond.

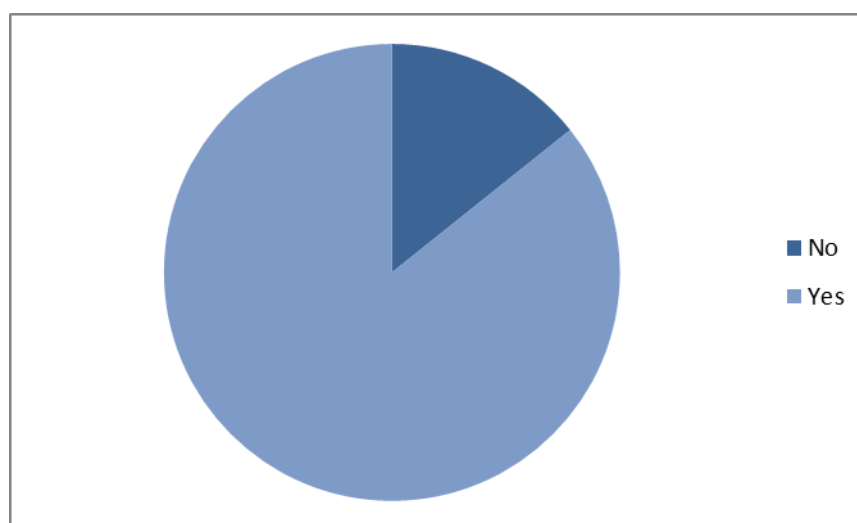
On the other hand, the minority of teachers (3 out of 7) disagree with the idea that mother tongue enhances the learners' participation because they believe that mother tongue should exist only as a support or a medium to explain what cannot be illustrated by pictures or gestures.



**Figure 2.8. Pupils' Comfortable Feelings about Mother Tongue Use in EFL Classes**

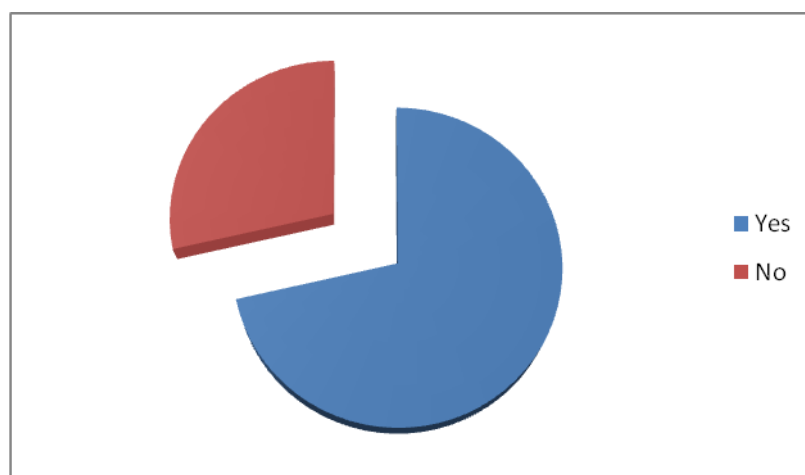
Moving to the seventh and the last question in this rubric which aims at discovering if the learners feel comfort when their teachers use mother tongue in the course or not, the majority of teachers (6 out of 7) and according to their experience as they say the pupils feel at ease, can engage in the lesson and interact freely with the teacher smoothly that leads to a better acquisition of the target language, since they understand all the difficult words and they have no comprehension difficulties. However, one of the teachers says that learners don't feel comfort because mother tongue can cause linguistic interference in addition to the habitual reliance on the mother tongue.

**Rubric 3: Aims and objectives behind the use of mother tongue in EFL classrooms.**



**Figure 2.9. The Accomplishment of the Classroom Interaction by Mother Tongue Use.**

Starting with the first question that aims at discovering if mother tongue accomplishes the classroom interaction or not, the data collected shows important results in which the majority of teachers (6 out of 7) agree with this idea simply because they regard it as communicative and motivational technique, especially in the early stages to avoid ambiguities and obstacles in the course. Also, it is important in explaining new difficult concepts or ideas that might be used as brainstorming activities for learners to invest their ideas and generate new thoughts that give them the opportunity to share opinions and swapping ideas. On the other hand, it helps the teacher to reach his aims easily. Contrariwise, one of the teachers clarifies that mother tongue doesn't accomplish the classroom interaction task but rather it is helpful only for better understanding.



**Figure 2.10. The Pupils' Permission of Using Mother Tongue in EFL Classrooms**

The following question aims at exploring if the teachers allow their students to use mother tongue in the classroom or not. Most of the teachers (5 out of 7) say yes because they want everybody to understand, assimilate, interpret, interact and produce something in English. Teachers want to give opportunities especially for those who need support to express themselves to practise more and speak fluently. The rest of teachers (2 out of 7) do not allow their students to use mother tongue for the simple reason they want to force them to speak English and learn how to express themselves in the foreign language.

### **2.7.2. Students' Interview Analysis**

In order to crosscheck the information gathered, an interview is conducted as a second research tool to obtain more valid data from the fourth year middle school pupils, where they clarify their points of view honestly and in a direct way.



**Table 2.1. Pupils Areas of Difficulties in Learning English**

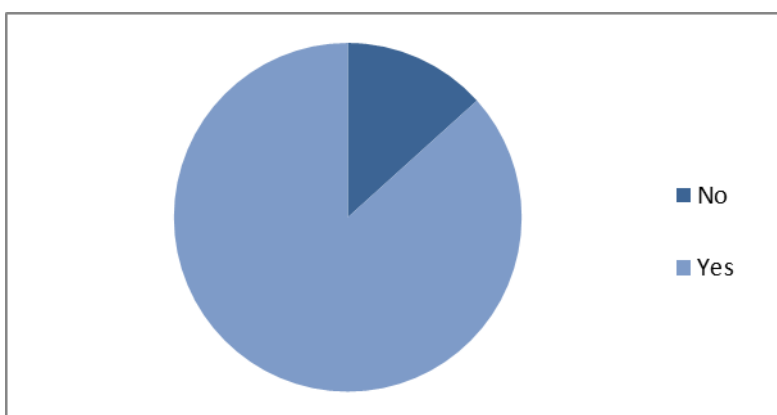
<b>Areas of Difficulties</b>	<b>Number of Pupils</b>
Grammar	20
Pronunciation	9
Vocabulary	12

Concerning the first question, pupils' responses show that the majority of them (20 pupils) have grammar difficulties, others (9 pupils) indicate that they are suffering from pronunciation problems, whereas the rest (12 pupils) claim that they have lack of vocabulary which leads to serious obstacles when they write or speak.

**Table 2.2. Teachers' Solutions of Pupils' Problems**

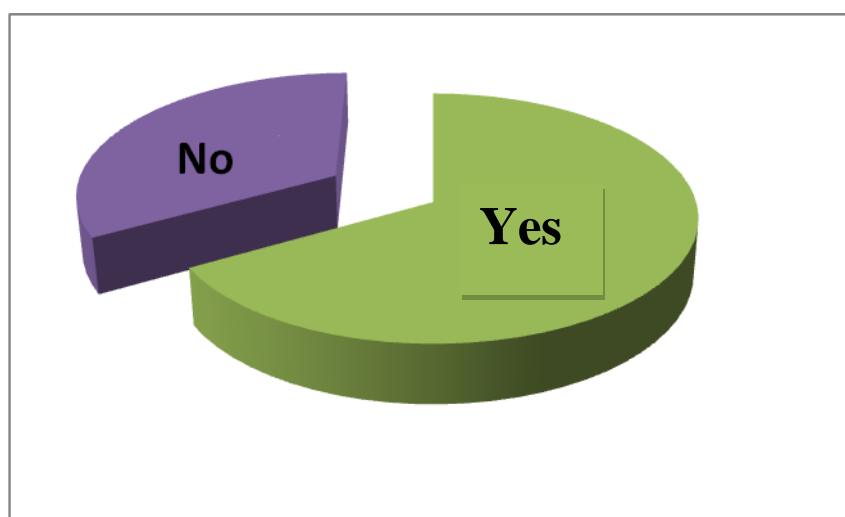
<b>Solutions of Pupils' Problems</b>	<b>Number of Pupils</b>
Translating directly to mother tongue	16
Using simple language	08
Bringing bilingual dictionaries	06

Moving to the second question which aims at discovering how the English teachers manage their pupils' problems. The majority of learners (16 out of 30) indicate that their teachers translate directly to mother tongue, whereas (8 pupils out of 30) mention that their teachers use simple language or sometimes translate to French in the case of misunderstanding. In addition to this other pupils (6 pupils out of 30) add that their teachers ask them to bring bilingual dictionaries.



**Figure 2.11. Pupils' Points of View towards Mother Tongue Use**

Passing to the third question which seeks to explore the pupils' points of view about the use of mother tongue, if it is beneficial or not. Here, the majority of pupils (23 out of 30) say yes justifying that it helps them to understand the teacher's talk, simplify and facilitate things for better comprehension. Contrariwise, to what have been mentioned other pupils (7 out of 30) say that mother tongue is not beneficial because they are learning a new language and they want to learn maximum of new vocabulary and to develop their pronunciation, and by using mother tongue they cannot achieve a good level in English. In addition, they say that much more reliance on mother tongue may affect their learning and their acquisition of the target language.



**Figure 2.12. Pupils' Needs of Mother Tongue in Interaction**

Concerning the fourth question, it reveals that the majority of pupils (20 out of 30) believe that they need sometimes to use mother tongue in order to interact with

their teachers due to the lack of vocabulary, so they find themselves obliged to use mother tongue to participate, negotiate meaning and to express their ideas, also whenever they say something in mother tongue, they ask for translation in order to use it in the future. In contrast, the others (10 out of 30) clarify that they don't need to use mother tongue since they can use gestures or to give synonyms to make their ideas clear. Also, they believe that by using mother tongue English will lose its value, so they have said that they ask for translation then they participate using English.

**Table 2.3. Preferable Cases for Pupils to Use Mother Tongue**

<b>Preferable cases for pupils to use mother tongue</b>	<b>Number of pupils</b>
Giving Instruction	<b>05</b>
Explanation	<b>02</b>
Difficult words and Vocabulary	<b>22</b>
Clarifying Difficult Concepts and Ideas	<b>12</b>

The fifth question aims at finding out when do pupils prefer their teachers to use mother tongue inside the classroom. Here, the pupils have chosen more than one option. 5 pupils prefer mother tongue use in giving instructions, other two pupils select explanation, 22 pupils clarify that they need mother tongue in difficult words and vocabulary, others 12 pupils add that mother tongue is needed in clarifying difficult concepts and ideas.

**Table 2.4. Pupils Reactions towards Mother Tongue Use**

<b>Pupils reactions towards mother tongue use</b>	<b>Number of pupils</b>
- To engage easily in the lesson	21
- Feel comfort and less stressed	19
- Interact more with the teacher	07
- Feel anxious	04

Moving to the sixth and last question which sheds light on the pupils' reactions when their teachers use mother tongue. They tend to have more than one answer. 21 pupils said that mother tongue helps them to engage easily in the lesson, whereas 19 pupils say that they feel comfort and less stressed when their teacher uses mother tongue. In the same line of thought 7 pupils clarified that mother tongue helps them to interact more with the teacher. However, 4 pupils claim that they feel anxious because they are afraid from the day of exam and how they can answer.

### **2.7.3. Classroom Observation Analysis**

As it is already mentioned in the previous section, the researchers have opted the classroom observation as a third research tool. Hence, it is done in the fourth year middle school classes, and lasted for four sessions with four classes taught by two different teachers. The researchers get their results from using observation grid which is divided into two parts, the first one is about teachers' behaviour inside the classroom, and the second one is about the learners' behaviour inside the classroom.

Starting with the first session which takes place on the ninth of November, from thirty past two to thirty past three with the first class with 33 pupils. At the beginning of this session, the teacher tries to warm up the learners by asking them individually about the previous lesson, than the teacher writes two sentences on the board, she starts explaining the difference between the sentences and their purpose (request, permission ...). Here most of the students are not interesting. After, she gives them an

activity where the majority don't do it, and when she speaks with a student in English, he is asking for translation.

The observer concludes that the teacher plays the role of the provider of knowledge and she is more dominant in the classroom instead of being just facilitator. Moreover, the students never use the target language when interacting with each other. In addition, they don't participate and they really find difficulties to interact with each other using English. In the other hand, the teacher doesn't encourage her pupils to speak English. However, she is correcting her pupils' mistakes and provides them with the equivalent English words whenever they speak Arabic.

Concerning the second session which is in the tenth of November from nine to ten o'clock with the second class with 16 pupils. It is a TD session where the pupils have the opportunity to work in groups or pairs in which they deal just with activities. At the beginning, the teacher reads a letter for his pupils and asks them who is the sender and who is the receiver to check their intelligence because the sender is not written, here the majority of pupils know the answer but some of them know it in Arabic and they ask for translation.

After, the teacher gives them description of animals which are in danger of extinction and they have to guess, he helps them with using gestures, then they have to choose an animal, describe it and tell it to the whole class; it is like a game. What the researcher observes is that learners are very motivated to speak English, participate, understand the teacher's talk, but they sometimes use mother tongue to interact with their teacher. In his part, the teacher is just a controller and facilitator, he doesn't use mother tongue but he uses gestures. In addition, he emphasizes more on explanation and examples to facilitate the target language and to reduce the use of mother tongue in the classroom.

Moving to the third session which takes place in the tenth of November from thirty past three p.m. to thirty past four p.m. with 18 pupils, it is also a TD session where the teacher asks his pupils to work in groups and to pick up the odd word. After, the pupils will check the answers of each other. Then, he gives them a paragraph with

underlined words and asks them to find to what they refer. The observer has noticed that students do the activities, use the dictionary when they face a difficult word, but also they struggle to interact using the target language. In the other hand, the teacher emphasizes more on encouraging pupils to speak English with bringing some humour to the classroom.

The last session, is in tenth of November from thirty past three p.m. to thirty past four p.m. with 33 pupils. The teacher gives her pupils a text with questions, and divides them into groups, what was noticed is that pupils don't use the target language while interacting within each other, and they don't use dictionaries when facing difficult words, in addition to the boredom factor. The teacher in the other hand, do not encourage learners to speak English. Also, she doesn't emphasis on giving explanations to reduce the use of mother tongue.

### **2.8. Data Interpretation**

Depending on the obtaining results, the following section tries to sum up and draw conclusion to this investigation. The findings reveal interesting outcomes about the use of mother tongue in EFL classes in El-Boukhari Brothers middle school.

According to the first hypothesis which states that the use of mother tongue is justified as far as it solves comprehension difficulties and facilitates the teaching and learning process, considering the teachers' questionnaire and learners' interview most of them seem to agree with this hypothesis. In addition they say that it facilitates the target language acquisition especially for beginners since they haven't enough English background. Moreover, mother tongue is a stimulation medium for pupils to appreciate the message conveyed. So the first hypothesis has been confirmed.

However, the data collected from the three research instruments including the teachers' questionnaire, the structured learners' interview and the classroom observation clarify that teachers and learners think is not similar to what they do and behave inside the classroom setting .i.e., too much reliance on mother tongue may affect negatively the learners' abilities and decreases the target language acquisition because of the linguistic interference caused by the habitual thinking on mother

tongue that to be translated to the target language, as it is known the two languages systems are not the same. So, the hypothesis which indicates that both of teachers and learners believe that the use of mother tongue is beneficial since it decreases the learners' abilities and acquisition of the target language has been rejected.

Moving to the third hypothesis which claims that the teachers consider the use of mother tongue in the course can accomplish the classroom interaction task since it motivates pupils to express their ideas freely, it has been confirmed through the collected data from teachers' questionnaire and classroom observation which showed that the majority of teachers clarify that mother tongue can be used to accomplish the interaction tasks especially in the early stages to avoid the ambiguities and the obstacles in the course.

## **2.9. Conclusion**

This chapter has been designed to expose the practical part of this investigation and tries to give full understanding to the main steps which are followed in conducting this study and the way data are collected, analyzed and interpreted. It seeks to answer the research questions using distinct research instruments and the pre-set findings highlight the importance of mother tongue in teaching English and the ways and areas when it is commonly used to facilitate comprehension and acquisition of the target language, whereas mother tongue can be beneficial if it covers the learners' needs i.e., the language teachers are called to bear in mind that mother tongue can be used only as a technical support or medium when necessary, in order not to become a bad habit among learners and to avoid the language fossilization.

# **Chapter Three:**

*An Overview for Change and  
Growth*



**3.1. Introduction****3.2. Suggestions for Teachers and Learners**

3.2.1. Teachers' Role

3.2.2. Learners' Role

**3.3. Strategies to Push Learners Use the Target Language**

3.3.1. Talk to Them about the Issue

3.3.2. Only Respond to English Use

3.3.3. Create an English Environment

3.3.4. Keep Reminding them

3.3.5. Choose Appropriate Language Tasks

3.3.6. Use of Persuasion and other Inducements

**3.4. Practical Recommendations**

3.4.1. Course Books

3.4.2. Visuals Use

3.4.2.1. Flash Cards

3.4.2.2. The Overhead Projector

3.4.3. Bilingual Dictionaries

**3.5. The Balance between L1 and L2**

3.5.1. The Students' Previous Experience

3.5.2. The Level

3.5.3. The Stage of the Course

3.5.4. The Stage of the Lesson

**3.6. Conclusion**

**3.1. Introduction**

The present chapter will be the last one in this investigation. It presents some strategies in order to encourage the learners to speak the foreign language and to minimize mother tongue use in EFL classrooms. In addition, it proposes some practical recommendations which based on fourth year middle school students who have difficulties in using the target language, for future teachers. This chapter also seeks to give some tips in order to make a balance between L1 and L2 in the classroom.

**3.2. Suggestions for Teachers and Learners**

This section will discuss both teachers' and learners' role in the classroom of how, when and where to avoid the use of mother tongue, or to decrease it. In order to develop the learners' level in the target language and to enhance their capacities. Hence, they will use it fitly and without obstacles.

**3.2.1. Teachers' Role**

Teaching English is not an easy task, especially when the teacher lacks the means and needed materials to achieve his objectives without any obstacles. Most of the time teachers find themselves obliged and forced to use mother tongue mainly literary streams.

However, teachers ought to do their best to avoid activities where the use of mother tongue must be forgotten. Activities which deal with grammar, speaking (role play), phonology, pronunciation and intonation are the best chosen ones where teachers are supposed to use only the target language.

Teaching grammar does not have to be boring for the students or teachers, with simple language, a little creativity and productive lessons can remove the shackles of routine and facilitate things for learners to get the message and digest the grammatical rules speedily. Teachers should possess the tools and different knowledge concerning the theme and the grammatical structures they are teaching. They should liven class and deal intelligently with all learners' intervention both positive and negative ones. They should strive hard to avoid the use of mother tongue because grammar tasks have little correlation with comprehension or reading skills apply them in their output.

Other activities teachers have to focus on, notably speaking skill is conversation and role play ...etc. Role play is a golden opportunity for helping inactive students to express themselves freely and to swap opinions. As it is known, class participation and interaction is a necessary element of a successful conversation as result good teachers should give more importance to shy and slow learners, the chance to intervene and use the foreign language, discuss various topics and themes related to their daily needs, culture traditions. Teachers should familiarize their learners by producing the target language sounds correctly. After that, students implement or apply what they have learnt so far.

Affective and good teachers always try their best to focus on activities which require the use of the target language without referring to translation or the use of mother tongue, because they firmly believe that the more involvement in the foreign language the more positive results have been yield. In other words, if teachers accustom their learners to speak and communicate only in the target language by focusing and emphasizing on tasks that are constructive and conducive to full participation and interaction of the learners, they will achieve their objectives easily.

### **3.2.2. Learners' Role**

The native language is used unconsciously by most of the learners as a tool to express their thoughts and expressions ,this is because Harmer clarifies “*we try to make a sense of a new linguistic (and conceptual) world though the linguistic through the linguistic world we are familiar with*” (2009:130)

It is quite obvious that most of learners believe that their mother tongue is a starting point that leads to second language achievement. “*Some learners need the security of mother tongue*” Bowen who agrees with Harmer’s view; even there are some learners who can manage learning without L<sub>1</sub>interference, the majority of them are not able to learn the foreign language without the help of the first language use. Therefore, learners believe that the native language has positive impact on their L<sub>2</sub> vocabulary learning.

In the same vein, Butzkamm (2003:31) says: “*the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language*”. In some tasks, teachers ask

their learners to speak about very challenging topics which they are unable to talk about because of their limited background knowledge in the target language. In this case learners may be conscious about the choice of the activities and topics considering their learners level (Harmer 2009:130).

Nation (2003) mentions that students commonly disobey to use the foreign language as they feel ashamed when committing mistakes when they speak it. The teacher should be ashamed or uncomfortable because mistakes are an important part in L<sub>2</sub> acquisition (Atkinson: 17). Contrariwise, learners may rely on their first language because they are lazy, *“For pupils who are not highly motivated, it may involve too much effort to try to understand”* (Moon, 2000:63). Demotivated learners prefer to use their mother tongue instead of bothering themselves to produce the target language, especially if there is no punishment from the part of the teacher who is supposed to do more efforts to push them to speak the target language.

Cook (2001) mentions that *“using the first language in the L2 classroom provides scaffolding for students to help each other”*. Learners rely on their mother tongue when working in pairs or groups to find solution to overcome difficult activities. As it is mentioned by Wells (1999) when doing pair work and implementing the learners L1 equivalent with L2 in difficult tasks that they not yet mastered, learners would process thoughts and ideas, yet achieving higher levels.

When the learner relies on his first language to explain and to show his peers how to do an exercise, he is helping his friends to learn something in English because most of beginners are not skillful enough to explain using English. Moreover, when learners are discussing grammar points, for example they are attempting to aid each other to comprehend and grasp something in English.

In addition, when dealing with speaking tasks in which learners are supposed to use English, they may use their native language because they ignore the English one. Yet, they are still doing their efforts to communicate and speak using English.

**3.3. Strategies to Push Learners Use the Target Language**

Implementing the native language inside the classroom was and still an opened debate among teachers, who are trying their best to push and urge their learners to talk using English very often. However, teachers may encounter some situations in which their learners still rely on their mother tongue and reject speaking the target language. This issue has been taken into account by the language scholars who try to overcome this epidemic in the L2 learning. Harmer (2009:131) for instance suggests some strategies:

**3.3.1. Talk to them about the Issue**

The casual reliance on mother tongue from the part of the learners doesn't mean that they do not want to learn the target language or to use it. Whereas it could have a relation with some other factors like shame, fear from committing mistakes, or not having enough vocabulary that cause frequent poses when to use English. Those factors should be taken into account i.e., the teacher should be aware in the sense that he listens to his learners. Thus, discovering those epidemics then he tries to find solutions or to find alternatives to overcome such a kind of problems (Harmer,1998:130).

**3.3.2. Encourage them to Use English Appropriately**

The language teacher should highlights set of situations and rules about when learners can or cannot use their mother tongue inside the classroom.

*“When the emphasis is on perception rather than production, it would be unfair to expect learners to respond by producing language exclusively”* (Prodromon, 1995:67). When it is about the comprehension, the native language could be used.

Whereas, it is compulsory to inform learners when it is forbidden to use mother tongue i.e., there are some activities that could lose their value when using L<sub>1</sub> instead of L<sub>2</sub> (Harmer, 2009:131)

**3.3.3. Only Respond to English Use**

Giving no attention to learners who use their native language inside the classroom very often, can be workable to push them to use L2. Since students don't

wish to be ignored by the teacher, they would attempt to do their best to produce and express their ideas in English, mainly when it is important (Harmer, 2009:131)

### **3.3.4. Create an English Environment**

Motivation could be considered as an important factor; the more students are motivated the more they try and will to express their thoughts in English, through a huge amount of exposure to English. *“Probably the greatest number of language students in the world do it (Learn English) because it is on the school curriculum whether they like it or not”* (Harmer, 1991:1).

If students are motivated they would be curious to know more about English, since it is something new and attractive. The teacher may motivate his learners by bringing other supports to the classroom, like using video records, cassettes, and English songs, in addition to the visual aids (pictures, maps.. etc.) that help in creating a good English atmosphere which seeks to urge learners to produce something in English (Harmer,2009:131).

### **3.3.5. Keep Reminding them**

*“This technique, often repeated, will gradually change most students’ behaviour over a period of time”* (Harmer, 2009:131). The English instructor should be aware all the time; they have to walk around the classroom to prevent the native language use. The teacher must keep on reminding his learners to use English when interacting within each other especially when they are asked to work in pairs or groups.

### **3.3.6. Choose Appropriate Language Tasks**

The choice of appropriate tasks is not an easy mission for most of the language instructors, especially the novice ones. The teacher should take into account the age and the level of his learners in the choice of the activities and tasks that mustn't be chosen randomly and mustn't be difficult for learners, mainly beginners who couldn't be thought to do well in very challenging speaking activities. It is quite important to choose adequate tasks considering the age and the level of learners (Harmer,2009:131).

### 3.3.7. Use of Persuasion and other Inducements

It is quite wise and important from the part of the teacher to remind his learners to talk English by using some phrases, for example “please, speak English”! Or “in English, please”! (Harmer, 2009:131). Willis (1991:3) says that motivation may have positive effects and outcomes on learners. She recommends posing learners when doing well and show them how intelligent and smart they are. Moreover, according to Lemos (2001) teachers believe that punishment and rewards could have positive outcomes on the learners L2 acquisition achievement. Contrariwise, Lemos prefers and attempts to make learners conscious about the target language; if learners want to reach success and become L2 proficient, they must consciously practise something in the target language.

In the same line of thought, the application of mostly English use inside the classroom could be hard task for both learners and teachers, mainly for those teachers who are highly qualified in English, because it is a question of methods and techniques that should be used rather than the language production only.

It is wise for teachers to prepare lesson plans for each session in which they highlight all the situations about where and when the use of mother tongue is allowed or forbidden. Whereas teachers must be aware of the translation, otherwise it would be a habit that learners could be waiting for. Thus, they disobey or ignore to hear the instructions in English .i.e., before the translation the teacher should try other alternatives, like bringing visual aids or using gestures. When students understand, the teacher may speak spontaneously without any reliance on translation or other aids use.

According to Atkinson (1987: 243) the native language could be used for eliciting language. For instance, to ask question like “how do you say ... in English”? This could be used by teachers as well as learners. Moreover, mother tongue could be used for “checking comprehension” to see whether the students comprehend or not ; the teacher may produce something in English, then ask them to translate it to their native language, for example, the teacher may say : « how do you say ( the sentence must be translated in the target language : English ) in ( the native language : Turkish).

**3.4. Practical Recommendations**

As it is known, learners of a foreign language may face lot of challenges as a result of the distinguishes that usually exit between two languages. For the purpose of simplicity, mother tongue may be used in a limited way for beginners; this is because a new learner may need to make connection between his or her native and the target language. Some language researchers have been claimed that a sound grammatical comprehension of one's first language will deeply help in second language learning. The researches attempt to suggest some solutions in order to avoid mother tongue use in EFL classrooms.

**3.4.1. Course book**

Generally, the use of course books is widespread among teachers at all levels. Thus, course books become an important object for language learning. Besides, the majority of teachers and administrations prefer using course books due to the already prepared lessons which they follow flexibly.

Course books application has become more involved than before and they are the most noticeable and the more existent for language learning. Grant (1987) mentions that course books attempt to solve the difficulties by giving chances for students to use the foreign language in the classroom. It means that course books help the teacher to give more opportunities for learners to use the target language. On the other hand, Grath (2006) has regarded course books as a tool which states what have been given to students in a logical order, and they affect the way the teachers use them. In this aspect, if the teachers support the course books with diagrams, illustrations and graphs, they will make learners comprehension easier and thus, there will be no need for the use of mother tongue. In this vein, many experts believe that the course books are very helpful tools, since they assisst both teachers and learners to achieve their purposes easily.

**3.4.2. Visuals Use**

The teachers must be updated, thus they should always bring new techniques to the classroom in order to help the learners to achieve their goals and visuals are among these considerable resources. If visuals are applicable in teaching science and

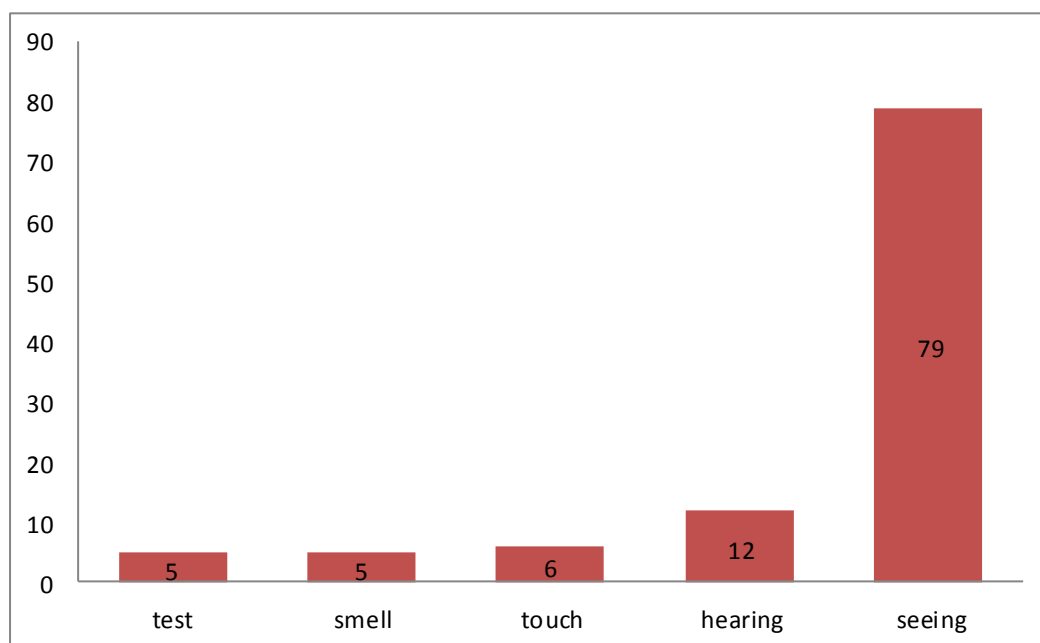


geography, so why not for languages instruction? Visuals aids are anything that can be shown during a lesson .i.e., anything illustrates the teacher's talk. They are indeed unavoidable components in language learning. In addition, affective learning features may assisst in finding solutions for language problems and facilitate the learning process for learners (Chacko, 1981)

As Nasr (1975) declares:

*One of the fundamental principles of modern language, teaching in a new language should come by way of the ear first and then the eye ... none of the senses has been developed as has been the sense of sight, more than seventy percent of our impressions come through the visual organs.*

It means that, despite the fact that the learner uses all his senses to learn, seeing is the most effective one in the learning process. This will be shown in the following figure:



**Figure 3.1. The Importance of Seeing in Language Learning**

Harmer (2001) stipulates that visuals facilitate the learning process. In this vein, the teachers should use visuals such as pictures, diagrams and authentic tools in order to make the learning more adorable and for better comprehension. Also visuals may

motivate the learners, since they help them to memorize new and ambiguous items. (Nelson, Reed, and Walling, 1976). Language teachers should use various types of visual aids in order to call the students' attention and to rise their interaction during the lesson (Danan, 1992).

Mayer and Sims, 1994 state that visuals assist in solving teachers' talk problems, and if the teacher mixes between visuals and verbels, he will increase the students' learning. Furthermore, Underwood (1989) adds that visual memory has great significance in learning. Students are more able to acquire and remember items which are illustrated by visuals more than the ones which are not. In the same line of thought Kishore (2003) says "*visual aids stimulated thinking and cognize*" it means that visuals encourage learners and assisst them to learn more. In the other hand, there are different types of visuals that can a teacher use in foreign language classroom. The following ones are some examples:

#### **3.4.2.1. Flash Cards**

Flash cards are among the main methods which are applied for remembering and grasping the meaning of difficult words. To hear something is indeed not like to see it, as Howard Gardner's multiple intelligence theory mentions that among the intelligence kinds, there is visual learners who focus more on what they observe. It means that he reminds teachers in order to take it into consideration when teaching.

For this reason, the teachers should emphasis on and include flash cards in a way or in another in order to motivate the students and to get their attention. Flash cards usually contain pictures, words, texts, or to mix between them. They have to be clear in terms of colors and ordering, that everybody can see them and understand them. They treat to be more attractive and have a great impact on visual learners especially when the teacher uses many colors. Also, they can be used more than once during the lesson, which make the learners' comprehension easier. The teacher can use the flash cards in different kinds of activities such as drills, matching activities and various communicative tasks.

Flash cards are helpful in assisting learners to establish, clarify and appreciate the meaning of many things, they help the teachers to minimize mother tongue use in the classroom, as well the learners to increase their vocabulary. They may create an interesting environment of learning. In addition, as it is known human being may forget, but when learners see something they will never forget it. There is a well-known proverb in China says “*One sighted is worth a hundred words*”, it means that when learners see a picture, this will lead to avoid a lot of explanations. And there is another wisdom which mentions that “*if we hear we forget, if we see we remember, and if we do something we know it*”, that is to say that flash cards or visuals in general have a great effective impact on the learning process.

### **3.4.2.2. The Overhead Projector**

Ranasinghe and Leisher (2009) claim that including technology in the classroom starts when the teacher works on lessons which necessitate the technology use in an effective way. The teacher may use the technological aids such as the overhead projector in order to support the programme and not for control it. Ranasinghe and Leisher declare that technology should help the teacher in creating an enjoyable atmosphere in the classroom.

The overhead projector is preferable to be used in large or over-crowded classrooms. The teacher may prepare it at home, and it includes some slides which contain explanations or written clues. This can be helpful for both teachers and learners because it concises a lot of explanations and time. Many teachers find blackboards as a traditional way of teaching, so they may replace them by films and PowerPoint presentations through the overhead projector use.

The overhead projectors use in the classroom help the students in taking notes in a very easy way, and they will be able to save the presentation in USB and take it with them for further reading. Teachers tend to waste time in writing on the board, but with using projectors they will give many instructions. In addition, they will reduce mother tongue use since they can include pictures in the presentations. The overhead projectors are also beneficial since their use in the classroom motivate and push

learners to speak the target language, and it also decreases the amount of translation in the classroom

If English teachers of middle schools make their learners aware of the projectors importance in EFL classroom, it will be really sufficient way of learning and they will encourage students to avoid mother tongue use and to try harder to speak the target language.

### **3.4.3. Bilingual Dictionaries**

The use of bilingual dictionaries has been a debated issue among researchers, since there are supporters and opponents of this idea. Yorio (1971) thinks that “*Bilingual dictionaries seem to give students security to concrete answers*”, it means that bilingual dictionaries offer the students the confidence and they are helpful in terms of explanation because sometimes they content pictures which assisst more in facilitating things for learners. They also save time and they are not expensive so every student may use them. In addition, they help learners to acquire the maximum of vocabulary. In the other hand, other researchers point out that bilingual dictionaries encourage students’ laziness since they are based only on translation, and neglect their thinking in the target language, as Wingate mentions.

The findings of this research work reveal that learners not always refer to the dictionary. So, the teachers should raise their students’ awareness about the dictionary use in the classroom. By this way, learners will not rely on their teachers but rather, they will be able to learn alone and become autonomous learners who can speak the target language without any obstacles.

### **3.5. The Balance between L1 and L2**

Davies and Pearse (2000: 6) say that: “*if you simply speak English all time you will quickly drive beginners, and even more advanced learners, to despair*”. Inside the classroom context, the teacher could be a rich source for most his learners when he uses English; if he speaks mainly English, learners may have more opportunities to listen and use English. But using only English inside the classroom may drive students

to feel lost and stressed. On the other hand, the frequent dependence on mother tongue may prevent learners from achieving successful L<sub>2</sub> acquisition. To create a balanced, stress-free English language classroom, Atkinson (1993: 14) suggests some strategies to be followed, in which the teacher must take it into consideration:

### 3.5.1. The Students' Previous Experience

Inside their classroom, learners used to use their native language in the daily class interaction within their peers and with their teacher as well, that a language teacher should be aware of .i.e., he should gradually and not directly increase the English language use

### 3.5.2. The Level

A teacher should be aware of that his learners, especially beginners may have little or no previous background knowledge in English. It is quiet impossible to use demonstration or translation most of the time. After students achieve advanced level, the teacher can use L<sub>2</sub> more than L<sub>1</sub> in the lesson. Atkinson (1993:14) suggests diminishing the L<sub>1</sub> and depends on it for advanced levels, especially for the classroom management. Cole (1998) claims that L<sub>1</sub> can overcome many obstacles faced while dealing with beginners. He mentions that

*... If students have a little or no knowledge of the target language L<sub>1</sub> can be used to introduce the major differences between L<sub>1</sub> and L<sub>2</sub>, and the main grammatical characteristics of L<sub>2</sub> that they should be aware of. This gives them a head start and saves a lot of guessing.*

Considering the students' level, the teacher should use mother tongue to help his learners especially beginners from not getting lost, for clarifying and for explanation. For instance, use the native language to compare the L<sub>1</sub> and L<sub>2</sub> grammatical feature.

**3.5.3. The Stage of the Course**

Atkinson (1993: 14) clarifies that children when they are exposed to new situations in terms of teaching and learning strategies and styles, they need some time to be accustomed. When this happens, the teacher will find it easier as well as adequate to use English mostly.

**3.5.4. Stage of the Lesson**

Atkinson (1993: 14) views that the use of mother tongue in the foreign language classroom depends also on the stages of the lesson itself. i.e., the native language use varies according to the stages of the lesson. Some activities or situations in the course need total reliance on the L2 use; some necessitates little use of L1 only when necessary. Whereas in some situations the L2 should be totally avoided. Cole (1998) suggests that mother tongue could be used for giving instructions, in correction and for communicative activities. However, when dealing with listening or pronunciation tasks L2 shouldn't be used.

The language teachers may be ignorant about the right ratio of the balance between L1 and L2, However, they are at least should be aware when to use the native language that is justified as far as it covers the learners needs for better L2 acquisition .

**3.6. Conclusion**

The use of mother tongue to teach a second language is important, for both teachers and students, that couldn't be totally excluded from EFL classrooms. But it could be decreased and used only when necessary, and its appropriate use is still discussed. Even though, the native language facilitates comprehension, saves time and leads to better L2 acquisition. It shouldn't be the main prevailing language either by teachers or by learners .i.e., the native language makes things clear and easier to be understood quickly, but clear and easier doesn't mean better!

This chapter has been designed to give some suggestions to decrease mother tongue use in the classroom. Then, it suggests some strategies to be used to make learners use the target language inside the classroom context. In addition, it sheds light

on some practical recommendation. After, it seeks to find a balance between mother tongue and target language.

**GENERAL  
CONCLUSION**



## General Conclusion

---

### GENERAL CONCLUSION

Implementing mother tongue in EFL classes is considered as an important, debatable and an opened discussion among the language scholars, teachers and among pupils as well as. They are divided into opponents who reject the learners' native language and the advocates who support the application of mother tongue.

The current research aims at exploring the use of mother tongue in EFL classrooms, and tries to shed the light on teachers' and learners' attitudes and perceptions towards the use of learners' first language while teaching and learning English. This research attempts to answer the following questions:

1. What are the teachers' and learners' attitudes concerning the use of mother tongue in EFL classes?
2. What might be the teachers' and learners' perceptions towards mother tongue use in EFL classrooms?
3. Do the EFL teachers make use of their learners' mother tongue to reinforce a course comprehension in their EFL classes?

The pre-set questions, lead to think about the following hypotheses:

1. Mother tongue is justified as far as it solves the comprehension difficulties and facilitates the teaching and learning process.
2. Both teachers and learners believe that the use of mother tongue is beneficial since it increases the learners' abilities and acquisition of the target language.
3. The teachers consider that the use of mother tongue in the course can accomplish the classroom interaction task since it motivates pupils to express their ideas freely.

The present investigation consists of three chapters: the first one gathers the related literature about the use of mother tongue inside EFL classrooms. The second considers the research methodology, in addition, to the description of data analysis and interpretation that tries to confirm or reject the research hypotheses. Finally, the third

## **General Conclusion**

---

chapter provides set of suggestions and practical recommendations to diminish the use of the learners' native language in EFL classes. It also tackles the balance between mother tongue and the target language.

Depending on the research questions and the gathered data, the results reveal that EFL teachers and learners use mother tongue inside the classroom as it facilitates the teaching and learning process. The learners' native language is likely beneficial since it makes the comprehension of difficult rules and concepts easier. Moreover, it is an important tool for better interaction and mutual communication between the language teacher and his learners. So, according to this work, the learners' first language cannot be definitely excluded from the classroom context. It is a means for better and successful second language acquisition for both teachers and learners.

# BIBLIOGRAPHY

## BIBLIOGRAPHY

- Afzal, S. (2013). Using of the First Language in English Classroom as a way of Scaffolding for Both the Students and Teachers to Learn and Teach English. International Research Journal of Applied and Basic Science. Vol 4(7):1848
- Atkinson, D. (1987). "The Mother Tongue in the Classroom: A Neglected Resource?" *in ELT journal*, (41)4, 214-247.
- ..... (1993), Teaching Monolingual Classes: Using L1 in the Classroom, Harlow: Longman Group Ltd. ISBN 82-06110-5.
- Auerbach, E.R. (1986). Competency-Based ESL: One Step forward or two Steps Back. TESOL Quarterly, 20 (3). 411-430.
- Baker, C. (1992). Attitude and Language. Brigend: WBC Print Ltd.
- Barkhuizen, G. (2002). "Language-in-Education Policy: Students' Perceptions of the Status and the Role of Xhosa and English". Pergamon. Elsevier Science Ltd-vol. 30(4), p499-515
- Bowen, T. Teaching Approaches: Using L<sub>1</sub> in Class [online]. [Cit. 2010-03-05]. <http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-using-l1-in-class/146496.article>
- Bozorgian, H. & Pillay, H. (2013). Enhancing Foreign Language Learning through Listening Strategies. International Journal of Instruction. Australia. Vol.6, No.1
- Brown, D.H. (1987). Principles of Language Learning and Teaching. (2<sup>nd</sup>ed). New Jersey: Prentice Hall.
- ..... (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. (2<sup>nd</sup> edition). Addison Wesley Longman, New York.

- Burden, P.(2001). When do Native English Speaking Teachers and Japanese College Students Disagree about the Use of Japanese in the English Conversation Classroom? - The Language Teacher. [Online], Vol.25 (4). [Accessed 9 NOV 2011]. Available at: <http://www.jalt-publications.org/old-tlt/articles/2001/04/burden>.
- Butzkamm, W. (2003). “We Only Learn Language Once. The Role of the Mother Tongue in EFL Classrooms: Death of a Dogma”, *in language learning journal*, 28(1), 29-39.
- Careless, D. (2008). Students Use of the Mother Tongue in the Task-Based Classroom. *ELT Journal*, 64:229:336
- Carol, B & Behanu, B.Me konnen, A and Gebra, y (2010). The Medium of Instruction in the Primary Schools of Ethiopia: A Study and its Implication for Multilingual Education. Ink. Hengh, T. Skutunabb-Kangas (ed).P 40-83.bottom up reform? *The Ethiopian journal of education* 16(1): 1-37.
- Celce-Murcia, M. (1991).Teaching English as a Second or Foreign Language. Boston: . Newbury House.
- Cervantes, C.A.R, & Rodriguez, R.R. (2012). The Use of Communication Strategies in the Beginner EFL Classroom. *Gist Education and Learning Research Journal*. No.6.pp.111-128.
- Chacko, I. (1981). Learning Outcomes in Secondary Schools Mathematics Related to Teacher and Students Characteristics. PHD Thesis University of Ibadan, Ibadan.
- Chelli, S (January).The Competency-Based Approach in Algeria: A Necessity in the Era of Globalization. *Revue de la Faculté des Letters et Science Sociales*.6, 55, 58.
- Cohen, L, Manison, L. and Morrison. (2005).Research Methods in Education, New York, Routledge.5<sup>th</sup> edition.
- Cohen, Lawrence and Morrison (2007). Research Methods in Education, New York, Routledge.6<sup>th</sup> edition.

- Cole, S (1998).The Use of L1 in Communicative English Classrooms. *The Language Teacher*,22,11-14.
- Cook, V. (2001).Using the First Language in the Classroom. Canadian Modern language Review 57 (3).
- ..... (2003). Applied Linguistics. New York.
- Corbetta, P (2003).Social Research Theory, Methods and Techniques. London: SAGE Publications.
- Critcheley, M. (2002). The Role of L1 Support in Communicative ELT: A Guide for Teachers in Japan. *The language teacher*, 26/4,10 - 15.
- Danan, M. (1992). Reversed Subtitling and Dual Coding Theory : New Directions for Foreign Language Instruction. *Language Learning*, 42 (4), 497 – 527.
- Davies, P. and Pearse, E. Success in English Teaching. Oxford:Oxford University Press. 2000. 221.ISBN 0-19-442171-6
- Deller, S. and Rinvoluceri, M. (2002). Using the Mother Tongue: Making the most of the Learner's Language. London; Addlestone, Surrey, First Pearson Publishing; Delta Publishing.
- Dekeyser; R. M. (2007). Practice in a Second Language: Perceptions from Applied Linguistics and Cognitive Psychology. New York. Cambridge University Press.
- Dickson, P. (1996). Using the Target Language: A View from the Classroom. Slough.
- Docking, R. (1994). Competency – based curricula – the big picture, Prospect 9 (2). 8 – 17.
- Dodson, C. J. (1967-1972). Language Teaching and the Bilingual Method.London: Pitman.
- Dörnyei, Z. (2001). Teaching and Researching Motivation, Pearson Education, New York.

- ..... (2007). *Research Methods in Applied linguistics : Quantitative, Qualitative and Mixed Methodologies*, Oxford : Oxford University Press,
- Dyers, C. (1999). “Xhosa Students ' Attitudes towards Black South African Languages at the University of the Western Cape ”. *South African journal of African Languages* 19 (2), 73-82.
- Ellis. (2012). *Language Teaching Research and Language Pedagogy*. [Google Books Version ]. Retrieved (29<sup>th</sup> March, 2015) from [http// www.Google books.com](http://www.Googlebooks.com).
- Gilham, B. (2000). *Case Study Research Methods*. London: Continuum.
- Good, W and Hatt, P. (1962). *Methods in Social Research*. New York: MC Graw-Hill.
- Grant, N. (1987). *Making the most of your textbook*. Oxford: Heinemann. Publishers Ltd.
- Harbord, J. (1992). The Use of the Mother Tongue in the Classroom. *ELT Journal*. Vol 46(4). Oxford University Press
- Harmer, J. (1991). *The Practice of English Language Teaching*. Harlow: Longman Group UK limited.
- ..... (2001). *The Practice of English Language Teaching*. Pearson Education. England
- Harmer, J. (2009). *How to Teach English*. New Edition. Harlow: Longman group UK limited. 288. ISBN 9781405853095.
- Hashim, A. (1999). Cross Linguistic Influence in the Written English of Malay Undergraduates. *Journal of Modern Languages*, 12(1), 59-76
- Henny, K, E.(2005). *Teaching according to the Competency-Based Approach*. (1<sup>st</sup> ed ).
- Howatt, Antony, P.R.(1984). *A History of English Teaching*. Oxford. Oxford University Press.

- James. (1980). *Constractive Analysis*. New York: Longman.
- Juarez, C.R. & Oxbrow, G. (2008). *L1 in the EFL Classroom. More a Help than a Hindrance?* University of Las Palmas De Gran Canaria.
- Kishore, N. (2003). *Educational Technology*, Abhishek Publications
- Koucka, A. (2007). *The Role of Mother Tongue in English Language Teaching*. Unpublished Master's Thesis. University of Pardubice, Czech Republic
- Krashen, S.D. and Terrell, T.D.(1983). *The Natural Approach: Language Acquisition in the Classroom*. Englewood Cliffs, New Jersey:Prentice Hall.
- Krashen, S.D.(1988). "The Role of First Language in Second Language Acquisition". *Second Language Acquisition and Second Language Learning* (pp.64-69). Englewood Cliff: Prentice Hall.
- Kvale, S.(1996). *Interviews*. London: Sage.
- Lado, R.(1967).*Linguistics across Cultures*. Michigan :The University of Michigan Press.
- Lam, A. (2001). *Bilingualism in Carter*. *The Cambridge Guide to Teaching English to Speakers of other Languages*. Cambridge, Cambridge University Press, pp 93-100.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lerra Malatu Dea, Teka Tekatel Basha & Naba Aklila Abera.(2014). Challenges in Use of Mother Tongue Education as Medium of Instruction in Primary School for Quality Enhancement, A Case of Wolaila Zone Administration.*MR journal of Education and Review*, 2(8):152-162.
- Lemos, C, A. (2001). *The Presence of the Mother Tongue in the Foreign Language Classroom* [online].[cit. 2010 -04 -03]. Dostupne < [http : // www.Find articles.com /p/ articles/mi\\_hb3325/3-5/ain288\\_77277/pg-2/ ?tag=content ;coll](http://www.Findarticles.com/p/articles/mi_hb3325/3-5/ain288_77277/pg-2/?tag=content;coll).



- Liao, P. (2006). EFL Learners' Beliefs about and Strategy Use of Translation in English Learning. National Taipei University Taiwan. SAGE Publications: London. Vol 37 (2) 191-215.
  - Lightbrown, P. (2000). Classroom SLA Research and Second Language Teaching. *Applied Linguistics*. 21(4).
  - Maniam, M. (2010). The Influence of First Language Grammar(L1) on the English(L<sub>2</sub>) Writing of Tamil School Students : A case study from Malaysia. *Language in India*, 10, 1-209.
  - Mastuura, K. (2008). The International Year of Languages 01 ,Director General of UNESCO Message for international year of languages.
  - Mayer.R. & Sims, V. (1994). For Whom is a Picture Worth a Thousand Words ?Extensions for a dual -coding theory of multimedia learning.*Journal of Educational Technology*, 86, 389 – 401.
  - McGrath, I. (2006). Teachers' and Learners' Image of Course books. *ELT Journal*, 60, 171-180.
- Moon, J. (2000). *Children Learning English*. Oxford: MC millian Education
- Mutphy, E. (2001). *Welcoming Linguistic Diversity in Early Childhood Classroom: Learning from International School*. UK.
  - Mwamwenda, T.S. (1996). *Educational Psychology. An African Prespective*. Durban, Butterworths.
  - Nasr, R,T. *Teaching and Learning English*, London : Longman Group Limited, 1975.
  - Nation, P. (2003). The Role of the First Language in Foreign Language Learning.Asian EFL Journal online, June.[Cit. 2010-01-23]. Dostupne na WWW: <http://www.asian-efl-journal.com/june-2003-PN.php>
  - Nelson, D,L., Reed U.S & Walling, J.R. (1976). Pictorial Superiority Effect. *Journal of Experimental Psychology : Human Learning & Memory*, 2, 523 – 528.

- New man, I., and Benz, C.R. (1998). *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*. Carbondale, IL: Southern Illinois University Press.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge, Cambridge University Press.
- O'Leary, A. (2004). *The Essential Guide of Doing Research*. London: SAGE Publications.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. USA.
- Prodromon, L. (1995). *Mixed Ability Classes*. London : Mac Millen PublishersLtd : 168,. ISBN 0-13-406034 -2.
- Ranasinghe, A. I. & Leisher, D. (2009). *The Benefit of Integrating Technology into the Classroom*. *International Mathematical Forum*, 4,(40), 1955-1961
- Richards, J. & Renandya, W. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. USA. Cambridge University
- Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching. A Description and Analysis*. Cambridge, Cambridge University Press.
- ..... (2001). *Approaches and Methods in Language Teaching*. Cambridge : Cambridge University Press.
- Richterich, R. and Chancerel, J. L. (1980). *Identifying the Needs of Adults Learning a Foreign Language*. London: Pergamon Press.
- Roegiers, X. (2005). *L'évaluation selon la pédagogie de l'intégration : est-il possible d'évaluer les compétences des élèves*. Alger : UNESCO-ONPS.
- Samiha, M. (2015). *Break the Ice: Teachers' and Learners' Attitudes toward the Use of the Mother Tongue in Foreign Language Classroom*. (Master Dissertation). University of Biskra. Algeria.
- Schmitt, E.C. (1985). *The 3 Teaching Methods in Bilingual Classes*.

- Schneck, E.A. (1978). A Guide to Identifying High School Graduation Competencies.
- Schweers Jr, C.W. (1999). Using L<sub>1</sub> in the Classroom. *Forum* : 37 /2: 6 – 12.
- Scott, V.M. & DelaFuente, M. (2008). What's the Problem? L2 Learners' Use of the L1 Consciousness-Raising, Form-Focused Task. *The Modern Language Journal*. Vanderbilt. George Washington University.
- Seliger, H. and Shohamy, E. (1989). *Second Language Research Methods*. Oxford : Oxford University Press.
- Selinker, L. (1983). Language transfer. In S. Gass & L. Selinker (Eds.), *Language Transfer in Language Learning* (pp. 33-68). Rowley, MA: Newbury House
- Skinner, B.F. (1957). *Verbal Behaviour*. New York. Appelton-Century-Crofts
- Tang, J. (2002). Using L1 in the English Classroom. *English Teaching Forum*, Vol. 40 (1), pp. 36 – 44.
- Tennant, A. and Nigussie, N. (2009). *Language Improvement for English Teachers: A Methodology and Training Book*. *ELT Journal*. UK
- Tsukamoto, M. (2011). *Students' Perception of Teachers' Language Use in an EFL Classroom*.
- Ueyama, M. (2000). *Transfer : An Coustic Study of L2 English versus L2 Japanese* (p.1). Unpublished Doctoral Dissertation, University of California, Los Angeles.
- Underwood, J. (1989). Hypercard and Interactive Video. *Calico*, 6(3), 7-20.
- Weir, C. & Roberts, J. (1994). *Evaluation in ELT*. Oxford: Basil Blackwell
- Wells, G. (1999). Using L1 to Master L2: A Response to Anton and Dicanilla's "Socio-Cognitive Functions of L1 Collaborative Interaction in the L2 Classroom." *The Modern Language Journal*, 83 (2), 248 – 254.

- William, L. (1992). *Teaching Oral Communication: A Methodological Framework*. University College Swansea, Wales.
- Willis, J. (1991). *Teaching English through English*. Harlow :Longman Group UK limited. ISBN0-582-74608- 6.
- Yorio; C.A. (1971). Some Sources of Reading Problems for Foreign Language Learners. *Language Teaching*. 21:107-15

# APPENDICES

## APPENDIX 1

### Teachers' Questionnaire

We are conducting a research about the use of mother tongue in EFL classrooms. The case of middle school

We would be very grateful if you could answer the following questions:

Sex:

Grade:

#### **Rubric 1: Attitudes of Teachers and Learners towards the Use of Mother Tongue in EFL Classroom.**

1- What do you think about using mother tongue in your classroom?

.....  
.....

2- The use of mother tongue should be excluded from EFL classrooms. Do you agree? Yes  No

Why?

.....  
.....

3- Do you think that the use of mother tongue in teaching is a sign of weakness?

Yes  No

Why?

.....  
.....

#### **Rubric 2: Teachers' and Learners' Perceptions about the Use of Mother Tongue in EFL Classroom.**

1- How do you rate your students' level in English?

Very Bad  Bad  Average  Good  Very Good

2- How often do you use mother tongue in your course?

Never  Rarely  Sometimes  Often

3- Does the use of mother tongue affect your learners' abilities?

If Yes, how?

.....  
.....  
4- Does the use of mother tongue decrease your learners' acquisition of the target language?

If Yes, how?

.....  
.....  
5- How can you encourage your learners to try harder to use the target language inside the classroom?

.....  
.....  
6- Does the use of mother tongue enhance your students' participation inside the classroom?      Yes       No

.....  
.....  
7- Do you think that your students feel comfort when you use mother tongue in the course.      Yes       No

Why?

.....  
.....  
**Rubric 3.Aims and Objectives behind the Use of Mother Tongue in EFL Classrooms.**

1- Do you think that the use of mother tongue accomplish the classroom interaction task?

If Yes, how ?

.....  
.....  
2- Do you allow your students to use mother tongue in your classroom?

Yes       No

Why?

## APPENDIX 2

### Students' Interview

Dear students,

You are kindly invited to answer the following interview. We would like you to indicate your opinion about each statement.

Please try to be as honest as possible when answering this interview.

Sex:

Age:

1. What are generally the difficulties that you face in learning English?
  - Grammar
  - Pronunciation
  - Vocabulary
  - Others
2. How does your teacher manage this problem?
  - Bringing bilingual dictionaries
  - Using simple language
  - Translating directly to mother tongue

Others

3. Do you think that the use of mother tongue in the classroom is beneficial?  
Yes  No

Why?

4. Do you think that you need sometimes to use mother tongue to interact with your teacher inside the classroom setting?  
Yes  No

Why?

5. When do you prefer your teacher uses mother tongue?
  - Giving instructions
  - Explanation
  - Difficult words
  - Clarifying difficult concepts or ideas

Others



6. What might be your reactions when your teacher uses mother tongue in the classroom?
- Engage easily in the lesson
  - Feel comfort and less stressed
  - Anxious
  - Interact more with the teacher

*Thank you for your collaboration*

## APPENDIX 3

### El-Boukhari Brothers Middle School

#### Classroom Observation Grid

English teacher:.....

Observer:.....

Course:.....

Number of students:.....

Date/Time of observation:.....

The observers used this grid in order to get input from an authentic place “classroom” setting. It proposes a list of behaviours of both teachers and learners that may exist in fourth year middle school classes. The aim is to explore both teachers’ and learners’ attitudes and perceptions towards the use of mother tongue in EFL classrooms.

<p><b>1. The teachers' behaviour in the classroom</b></p>	<p><b>Not observed</b></p>	<p><b>More emphasis</b></p>	<p><b>Done well</b></p>
<p>1. The teacher introduced the course in a very clear way.</p> <p>2. The teacher used more explanation and examples to facilitate the target language, and to reduce mother tongue use in the classroom.</p> <p>3. The teacher used mother tongue in the classroom.</p> <p>4. The teacher encouraged students to speak the target language.</p> <p>5. The teacher focused on what the students are trying to say and not how to say it.</p> <p>6. The teacher corrected his students' mistakes or when they speak mother tongue to make them fluent in the target language.</p> <p>7. The teacher used some humour in the classroom.</p> <p><b>Comment:</b> .....</p> <p>.....</p> <p>.....</p>			

<p align="center"><b>2. The learners' behaviour in the classroom</b></p>	<p align="center"><b>Not observed</b></p>	<p align="center"><b>More Emphasis</b></p>	<p align="center"><b>Done well</b></p>
<ol style="list-style-type: none"> <li>1. The students used the target language to interact with each other.</li> <li>2. The students participated.</li> <li>3. The students understood the aim of the course.</li> <li>4. The students did the activities.</li> <li>5. The students were interesting to speak English.</li> <li>6. The students understood the teachers' talk</li> <li>7. The students behaved well in the classroom.</li> <li>8. The students used dictionary when facing difficult words</li> <li>9. The students struggle to interact using the target language.</li> <li>10. The existence of boredom among students</li> </ol> <p><b>Comment:</b> .....</p> <p>.....</p> <p>.....</p>			

## ملخص:

ان البحث العملي الحالي عبارة عن تحري و استكشاف مواقف كل من الأساتذة و الطلبة الى جانب ادراكاتهم اتجاه استعمال اللغة الام في الاقسام التي تدرس فيها الانجليزية كلغة اجنبية. هذا البحث هو دراسة حالة لطلاب السنة الرابعة في متوسطة الإخوة البخاري. للحصول و جمع المعلومات تم الاعتماد على ثلاث وسائل: استبيان للأساتذة، مقابلة مع التلاميذ وملاحظات الاقسام، بالإضافة الى المناهج النوعية و الكمية لتحليل المعلومات المتحصل عليها، و التي اثبتت ان اغلبية الأساتذة و الطلبة قد ابدوا تجاوبا و موقفا ايجابيا عند استعمال اللغة الام.

**الكلمات المفتاحية:** مواقف، ادراكات، اللغة الام

## Résumé :

La recherche pratique c'est un essai pour explorer et découvrir les attitudes des enseignants et des élèves, et même les différentes perceptions envers l'utilisation de la langue maternelle dans leurs classes. Cette investigation c'est le cas d'être étude pour les élèves des quatrièmes années moyenne au CEM El-Boukhari Frères. Afin de collecter des informations trois moyens ont été utilisé : questionnaire destiné aux enseignants, interview organisé pour les élèves et observation pour les classes. Des méthodes qualitative et quantitative ont été utilisé pour analyser tous les informations qui a démontré que la majorité des enseignants et des élèves ont avait une interaction positive envers l'utilisation de la langue maternelle en classe.

**Mots clés :** Attitudes, perceptions, la langue maternelle

## Summary :

The present research work attempts to explore both teachers and learners attitudes and perceptions towards the use of mother tongue in EFL classes. This investigation is a case study of fourth year students at El-Boukhari Brothers middle school. In order to collect data three instruments were used; teachers questionnaire, students structured interview and classroom observation. Both qualitative and quantitative approaches were used to analyze the gathered data which have shown that the majority of teachers and learners hold positive attitudes towards mother tongue use in EFL classes.

**Key words:** Attitudes, perceptions, mother tongue